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ABSTRACT

Created by the Project Literacy U.S. (PLUS) organization to combat adult illiteracy, this guide offers suggestions for enhancing local adult literacy programs or establishing new ones. Following an introduction to the problem of illiteracy and a call for a national effort to alleviate it, the guide focuses on how to begin a literacy program, including information on assessing the need for such a program, recruiting and training volunteers, and financial matters. Section 3 lists and describes seven literacy programs currently serving the United States, while section 4 lists the type of information a new literacy agency will need and where to obtain it, and offers sample questionnaires for gathering statistical information. Section 5 discusses ways to market a literacy program, while section 6 suggests ways volunteers can be useful beyond tutoring basic reading skills. Section 7 discusses how to develop a toll-free hotline, while section 8 lists fundraising references. Sections 9 and 10 outline ways in which businesses and corporations can support literacy campaigns, and the final section looks at national support organizations and literacy campaigns. (Appendixes contain a list of PLUS national support organizations, and a list of resources for such organizations.) (JC)

PLUS

PROJECT LITERACY U.S.

Information and Resources for Task Forces

Project Literacy U.S. (PLUS)
is a major national media campaign
against adult illiteracy
co-produced by
the Public Broadcasting Service
and
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Dear Colleagues:

In recent times, it has been estimated that one in five Americans is illiterate. This alarming statistic has brought about a nationwide concern regarding the current illiteracy crisis. The PBS/ABC public service campaign "Project Literacy U.S." (PLUS) has sparked broad-reaching interest in and an awareness of the problem of adult illiteracy. PLUS has supported hundreds of communities in their efforts to assist those in need. Perhaps the most impressive result of the project is the fact that PLUS continues to network with 325 literacy task forces organized as a result of its activities.

The Reagan Administration is commited to addressing the issue of illiteracy through volunteerism and private sector initiatives. The National Commission for Employment Policy (NCEP) is honored to be a member of this important team that supports and encourages the promotion of literacy by utilizing present resources in communities. We are all allies in a noble cause. Our chief goal is to help improve the quality of life for our fellow citizens who are now missing the great opportunities and personal growth that only literacy skills make possible.

This publication is targeted to those task forces, and to any group, business or individual, interested in enhancing local adult literacy programs, or establishing a new one. Chapters within this book discuss how to assess community literacy levels, the factors necessary for an effective literacy program, and the art of running a successful literacy campaign. Other chapters address the resources which can support literacy programs--community backing, fund-raising, marketing, advocacy, information and business connections.

Progress in fighting illiteracy has been achieved in many communities throughout this country. However, much remains to be done. It is our hope that the guidelines, resources and suggestions in this book will assist in even greater strides toward a more literate America. To every individual who knows the satisfaction of helping open up the world of reading to others, we applaud you and encourage the use of this manual as a valuable tool in this effort. To those who are joining our ranks, we welcome you and wisn you every success in establishing community literacy programs.

Sincerely,

Gertrude C. McDonald

GERTRUDE C. MCDONALD
Chairman

PBS participation in PLUS is directed by the Public Television Outreach Alliance.

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INTRODUCTION

AMERICA'S "HIDDEN" PROBLEM

The number of illiterate adult Americans is so large that those who hear about the problem for the first time often do not believe the figures. Some 23 million are functionally illiterate -- with basic skills at a fourth-grade level or below. Another 35 million are semi-illiterate with skills below the eighth-grade level. Some 2,300,000 persons join the pool of illiterates each year.

Illiteracy is not confined to any one economic level, to any one region of the country, nor to any one ethnic or racial group. It is widely apparent throughout the country, a problem found in every community. The highest percentage of illiteracy is found among economically disadvantaged groups; there is a high correlation with poverty. It would be a mistake, however, to think that the problem stops there; many people who are illiterate come out of comfortable middle-class environments, some with high school diplomas.

Illiteracy's cost in human potential and its cost to society are incalcuable. Studies have shown that adults with minimal or no reading and writing skills account for:

* Up to 75% of the unemployed.
* More than 1/3 of mothers receiving Aid to Families with Dependent Children.
* 85% of the juveniles who appear in court.
* An estimated 60% of prison inmates.
* Nearly 40% of minority youth.

Various estimates put the cost of illiteracy to this country at billions of dollars annually, due to lost industrial productivity, unrealized tax revenues, and the cost of welfare, prisons, crime, and related social ills. Various federal sources show that about 15% of persons in the work force are functionally illiterate--11% of professional and managerial workers and 29-30% of semi-skilled and unskilled workers. There is a growing number of reports from individual corporations of instances where illiteracy has increased production costs, and contributed to accidents on the job. U.S. Secretary of Labor William Brock has said that illiteracy threatens the United States' ability to compete in the world market.

There is no single cause of illiteracy. People who are illiterate may have lived with personal poverty, been victims of an overcrowded and/or underfunded education system, moved frequently with their families, suffered a long-term illness or physical handicap, or married early and dropped out of school. They may have been under-achievers, students with limited ability, or students who were learning-disabled. Perhaps their parents were illiterate and no one in the family encouraged reading or writing. Whatever the reason, the result is the same: those who are illiterate are individuals living without the skills to do his or her best, and in many cases without the skills to cope with the simple tasks of daily life.

A National Effort

Those who need help, and those individuals and groups around the country working to deliver it, can find hope in a simple statement of fact: It is never too late to learn to read. Each year hundreds of thousands of adults enter reading programs -- in school buildings, church basements, company meeting rooms, libraries, apartment lobbies, or at computer terminals.

The aim of the ABC/PBS collaboration "Project Literacy U.S." (PLUS) has been to recognize and amplify all these efforts. As members of their task forces, PBS stations and ABC affiliates have become partners with local literacy services, adult education professionals, businesses and area leaders in a community-wide attack on illiteracy. In many areas the PLUS project has been responsible for setting up a community task force which has undertaken a great number of activities from needs assessment through program design and operation.

PLUS has managed to raise national public awareness of adult illiteracy significantly. Now many are asking, "What can we do next?" This publication is designed to guide those who have only just begun to deal with the issue. More established literacy programs may find it helpful as a resource.

Establishing a literacy program can be a tremendous community service. The following chapters offer some guidelines and resources with which to begin. The hundreds of men and women who have organized local literacy programs would be the first to agree: the rewards are great. They have seen their communities greatly enriched--one person at a time.

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BEGINNING A LITERACY PROGRAM

by

Nancy Woods

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BEGINNING A LITERACY PROGRAM

Increasing numbers of volunteers are responding to the invitation to "teach someone to read." The response is indicative of a heightened awareness of, and interest in, the problem of adult illiteracy, and many new community literacy programs are starting as a result. This chapter will offer some practical advice to those in charge of, or attempting to develop, a small literacy program.

Illiteracy is rarely at the top of any list of social concerns, yet it is related to some of this country's very worst problems. Adults who cannot complete job applications, read job requirements, or follow written instructions may well be unemployed. Someone who cannot read faces daily frustration which may lead to emotional problems. Future generations are touched when parents who are illiterate cannot help their children. The same parents may even pass on to their children the attitude that education is not important.

Clearly, by "teaching someone to read," a literacy program, no matter how small, is doing much, much more.

Assessing the Need

Step one for anyone setting up a literacy program is to be informed both about illiteracy nationally and about the community's own problems, and then to see how current literacy programs are meeting the community's needs. Experience shows that it is usually better to cooperate with and improve existing programs in the community than it is to launch a totally new program.

Illiteracy has traditionally been difficult to define, and even more difficult to measure. But, in any community, several local agencies will probably be aware of both the literacy problem and current programs that address it. Those agencies may include the Intermediate Unit or superintendent of schools, the continuing education department of the local community college or university, United Way, the public library, area vocational-technical (vo-tech) schools, the local office of health and human services, the Private Industry Council (PIC), and the local office of employment services (JTPA). In addition, the State Department of Education's Division of Adult Basic Education (ABE) should have a breakdown by county of many of the background statistics needed to establish accurate data.

Asking the following questions will help you define the problem in your own community. The most likely source of answers to each question is also listed here:

From the 1980 census study, available from the State Census Bureau ...

* What is the adult population 17 years old and over?
* What is the non-white population?
* How many adults 25 years old and over have not completed high school? What number completed 0-8 years of education and what number completed 9-11 years of education?

From the State Office of Employment Security ...

* What is the size of the civilian work force? How many are unemployed? What is the rate of unemployment by county? How does it compare to the rest of the country?

From the State Welfare Department ...

* What is the average number of persons receiving cash assistance annually?

From the State Department of Education's Division of Adult Basic Education ...

* What are ABE and General Education Development (GED) enrollments by county? What percentage of literacy programs statewide receives Department of Education (DOE) funds? How do you find existing programs not receiving DOE funds?

From the superintendent of schools ...

* What is the number of high school dropouts in your district?

From the nearest Private Industry Council (PIC) ...

* Since PICs administer funds for the Job Training Partnership Act (JTPA), and since it is mandated that 8% of those funds be applied to literacy programs, the local PIC will probably have many relevant statistics, particularly as they apply to the work force.

Most of the adults your program will serve are of at least average intelligence. However, they did not learn to read in the traditional educational system. Some literacy programs are also able to work with special populations, in which case the following information may be helpful:

From the local office supervising citizenship activity (check with your city hall or county courthouse) ...

* The number of foreign-born citizens registered in the county who may be interested in English-as-a-Second-Language (ESL) programs or citizenship preparation classes.

From the local Mental Health/ Mental Retardation office ...

* The number of adults in MH/MR programs who might be eligible for adult basic education programs.

From the local jail, prison, and probation office ...

* The number of adults lacking adequate reading skills who might be referred to a literacy program.

Patterns which show high percentages in key risk areas--for instance, adults who did not complete high school, welfare recipients, the unemployed, the non-white population, and non-English-speaking adults--may reflect a major literacy problem. (For a sample survey that discusses how to collect and evaluate this kind of information, see chapter 4.)

In addition, before proceeding to begin a new program, you are wise to ask these questions:

* Is there a GED program available which could use a basic skills component? If so, try to establish a program that could cooperate with that GED program.

* Are there existing programs which a new effort could help support?

Program Structure

The best foundation for a literacy effort is a written answer, carefully thought out, to this question: Exactly what do you want your literacy program to do? The answer is the cornerstone, the mission statement, of the program. Components of the answer should include what the target population is, how many are in that population, and how the program will deal with it. For example:

(NAME OF PROGRAM) will train literacy tutors for adults reading below the fourth-grade level in (NAME) County. In the first year, the program will recruit (NUMBER) volunteers and (NUMBER) students.

. . .

The more a beginning program involves others in the community, the better its chances of success. It then becomes "our program," rather than "your program." Organizing an advisory board is one proven way to coordinate a community effort. Individual members of the board should have expertise in planning, budgeting, education, or community relations. It is important to have all geographic areas and key community groups represented on the advisory board.

Allocate responsibilities among the advisory board for specific areas of the program. The program's size and finances will determine whether one person handles all duties, or whether there must be a larger staff. As the advisors make decisions about structure, they should consider the following categories:

Administration/strategic planning: The project director and the board must constantly work together to set both short- and long-range plans, and to project and chart the literacy program's progress. For instance:

> By the first quarter of 1988, we want to have X students, Y tutors and volunteers, and Z operating budget.

One early duty of the administration will be to find sites for the program. Its most important responsibility thereafter will be communications: to prevent the program from fragmenting, it is necessary to keep tutors, trainers, students and staff informed about each other's activities and how they fit together in the overall plan, and to give recognition to the efforts of key people.

Outreach: Press contacts and student/tutor recruitment can all fall into this department. A student-tutor coordinator should be named to keep accurate records and to match students with tutors. This department could establish and run a speakers bureau to build public awareness about illiteracy in general and about your literacy program's effort in particular, and it should keep the media informed about your efforts and progress. One, and only one, person should be designated to coordinate media involvement to avoid confusion or duplication of requests.

Finance: This committee or department develops a budget draft and looks into sources of funding. One important source of funding is in-kind contributions--donated space, telephones, equipment, secretarial services, professional services, etc. In addition to demonstrating tangible support of

your program, these contributions may be acceptable as matching funds for grant proposals.

Training: This segment of the program must be responsible for training tutors and staff, selecting appropriate materials and techniques, and developing training teams.

Curriculum development: Once a program curriculum has been chosen, it is important to review materials for supplemental reading. Retired teachers and other professional educators may be of great assistance. Using readability scans (Consult your local library for an appropriate formula.), this staff or volunteer group can build lists of supplemental books at given reading levels. Bookstores and libraries could set these books out on "easy reading" tables and shelves for students to choose.

Secretarial/clerical service: It is easy to underestimate the importance of this department, but to do so is a mistake. A good secretarial service efficiently handles recordkeeping, phone calls, and correspondence, and supports the work of both staff and volunteers. Any community program must provide competent office support to stay effective.

Building a Program

Job Descriptions

Most beginning literacy programs will be staffed largely by volunteers, and for the sake of both consistency and efficiency, it is important to develop job descriptions for them. The job descriptions should be specific about the time you will require of each type of volunteer. For example:

> To be a tutor for the (NAME OF PROGRAM) you must know how to read and write, and care enough to help someone else learn. You must be willing to complete 12 hours of training, at the end of which you will be matched with an adult student who has requested help improving basic literacy skills. You will be expected to meet with the student a minimum of 3 hours a week at a local site to be agreed upon. Approximate duration of assignment: one year, or the time it takes to help one student complete the program.

Volunteers may serve in many other capacities in addition to tutoring. They might, for instance, participate in grantwriting, fund development, community outreach or

office administration. A written job description is important for these assignments as well.

Tutoring Sites

Public buildings with private space available are the optimum tutoring sites because they offer a professional atmosphere in an easily accessible building. There are many site options, including:

* Local churches
* Libraries
* American Legion posts
* Union halls
* Fire halls
* Community centers
* Public schools
* Granges
* Homes
* Colleges and universities
* Community rooms of public buildings

Site coordinators must be sensitive to the dynamics of the location and its staff. In a local church, for example, it may be best to plan tutoring sessions to correspond to times when the church is normally open, to avoid placing extra work on the ministerial or building staff. At all locations, the staff should be kept informed of your class schedule, and the tutors should know whom to contact if problems occur.

Curriculum

There are several adult basic education curricula available: the local library or State Department of Education may be able to review them for you. Deciding on a curriculum is another opportunity to draw in others from the community. Invite a college reading specialist, or other knowledgeable individuals, to evaluate the materials you are considering. Ask other in the community who are already using the program to critique it for you.

The goal of a literacy program is to teach and improve basic reading and writing skills, and in many cases, math skills. A literacy program has a three-part purpose: to introduce basic skills, to reinforce and review those skills, and consistently to build new skills that increase the student's literacy level.

A successful curriculum will feature some of the following:

* A training system for volunteer tutors
* Materials that are geared to the interest and capability of adults
* Guidelines for establishing readability levels
* A method that introduces new skills gradually while continuously reinforcing skills that have just been learned
* Suggestions for supplemental materials that relate to the student's daily life
* Textbooks and materials that are not out of print
* Reasonable cost
* A means of ongoing evaluation: chapter reviews, check-ups or tests, review in subsequent books, tier-based approach
* Sensitivity to the need for an alternative approach for students who did not succeed in a traditional school system; these students, for example, often work well one-on-one

Once curriculum bases are covered, the next step is to enhance the student's retention and comprehension capabilities with supplemental reading and writing lessons drawn from the student's daily life. For example, an early lesson for the parent of a six-year-old could include sight words and writing practice for completing a school absentee excuse. An early lesson for a student seeking employment could include sight words and writing practice relevant to completing a job application.

More advanced students might be interested in supplemental books on money management, child care, and other topics.

The daily living skills your program teaches will be appreciated by other community groups. Employment service agencies will find it easier to place a job applicant who has no trouble filling out forms, for example, and parents who understand

school forms can ease the burden on local schools. Agencies which have seen what you can do for them will be more likely to refer students to your program.

There are other ways to draw the community in to this aspect of your program. A local library can provide supplemental reading materials. Public schools can cooperate with enhanced parent-teacher-child interaction. Employment services can supply sample job applications. And newspapers may be willing to donate free papers for teaching: students can learn how to read the want ads and how to find information about children's story hours, free immunization clinic locations, and other community programs and events.

While students are meeting with volunteer tutors they can also benefit from small supplemental classes in groups of 4 to 10. Subjects like writing, spelling, social studies and math can improve their information base and strengthen their understanding of basic skills. You may find professional teachers who would like to volunteer to conduct these mini-classes; the classroom experience can ease students' transitions from one-on-one instruction into adult basic education, pre-GED, and GED programs.

No matter what instruction program you undertake, it should be clear to students and tutors what short- and long-term goals they can expect to achieve, and in what time frame. Given realistic expectations, tutoring can be a positive experience for both student and tutor.

Money Matters

Budgeting

Your program will need to take into consideration several budget areas, and then decide what will be real, out-of-pocket costs and what might be handled by volunteers or in-kind contributions. Line items to consider include:

* Administrative salaries
* Supervisory staff salaries
* Instructional salaries (teachers, trainers)
* Guidance and counseling salaries (professional testing, assessment)
* Secretarial salaries
* Fringe benefit packages
* Textbooks and materials

* Audio-visual equipment
* Rental or purchase of other equipment
* Facilities
* Telephone
* Travel
* Mail/copier costs
* Miscellaneous (awards, plaques, annual banquet, etc.)

One note on instructional materials: a policy should be determined about who should pay for books. In some cases, literacy programs are able to underwrite the total cost of materials; other programs ask tutors to fund materials; and still other programs ask students to pay a small registration fee.

Include in the budget process an accurate record of in-kind contributions. This can be important when a grant mandates a "match"--that means a percentage of grant monies must be provided, or "matched," by the grantee. In-kind contributions are often allowed to count toward the match. Consider the following when tracking in-kind contributions:

* What would it cost per month to rent office and classroom space now made available at no cost by the library, church, community center, or school?

* Total the number of hours volunteer tutors work with students each year and multiply the number of hours by the amount it would cost you to pay a part-time teacher's aide.

* Be aware of the number of hours counselors, teachers, accountants, public relations managers, and other professionals donate each year. Multiply those hours by the hourly rate you might have been charged.

If your agency does not have non-profit status, it may be advisable to affiliate with an existing agency and use it as the fiscal agent for your program. You can also operate under that agency's non-profit status. (If you decide not to go this route, check with a local lawyer about the advisability of applying for non-profit status.)

Fundraising

Establishing a secure financial base for a literacy program can be one of the most challenging but also most intimidating responsibilities you encounter. Directors of small literacy programs are usually expected to raise funds to operate their programs as well as to handle a long list of other duties. Many of them have no experience in fundraising, and may have to overcome an attitude that says "it is not polite to ask."

Fundraising does not have to be frightening. The most important skills you bring to this endeavor are your common sense, your knowledge of the needs of your local program, and your willingness to work hard and learn from any mistakes you make.

Where to begin? Be aware of the resource people in your community who can help you. Ask your legislator's office to scan the Federal Register and alert you to any literacy grant opportunities. In addition, cultivate a working relationship with the grantwriters for local colleges, adult education programs, intermediate units, county government, vo-tech schools, and others. They may be able to subcontract work to you, or at least give you helpful advice.

Elsewhere in the community, local county money may be available through block grants and other government sources. Small grants may be available from service clubs, church groups, United Way, and others. Local foundations are another resource. Ask the library for a foundation directory and then be selective about which you approach; find those with relevant funding categories and a track record of funding programs similar to yours.

Adult education grants may be available through the State Department of Education and, if your program is affiliated with a library, through Library Service Construction Act grants. Another possibility is money allocated by the Job Training Partnership Act.

Keep in mind that different foundations and agencies have different grant requirements. Some ask for a brief request letter and budget. At the other end of the scale, some require an elaborate narrative, a detailed budget and monthly reporting. When you apply for a grant, be realistic about the time and effort that will be required to administer it.

Local businesses may respond to your program if you convince them of the tremendously positive results literacy programs have achieved in the workforce and in the community. Public relations officers in local industries are a good first contact. Other sources of information and advice may be your local banker's association, the Chamber of Commerce, or United Way. (See chapter 10 for a more detailed approach to business.)

As with any activity your program undertakes, community involvement will make your grant proposal stronger and win your program community support at the same

time. The local agencies listed earlier in this chapter can provide you with statistics you can use to make your case. An educator can review your narrative to see that your plans are educationally sound. A banker or accountant can help you structure a budget. And anyone who has dealt with you can give you a support letter -- the ABE director, the superintendent of schools, a representative of your local newspaper, your program's students and tutors, and others.

An excellent and inexpensive overview on grantwriting techniques is entitled "Program Planning and Proposal Writing." It is available from its author, Norton J. Kiritz, Executive Director, The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015.

For more about publications with funding information, see chapter 3.

Financial Procedures

From the moment a literacy program begins, accurate record keeping is essential. No program can afford sloppy record keeping, and careful financial reporting will give a clear indication of the health of the program.

Many programs receive grants from different sources, and every dollar must be tracked as it is spent. Two procedures will help: (1) be sure tutors, volunteers, and staff keep timesheets and (2) log and code every money transaction. It is strongly advisable to have an accountant or financial officer help develop a budget system to give your program a clear audit trail. Here is an example of a simple chronological accounting form many programs find helpful:

Transaction	Item	Vendor	Source	Cost
#0087	20 ABLE tests	Harcourt/Brace	DOE	$68.00
#0088	"Practice for U.S. Citizenship"	B. Dalton	ESL	4.95

You may also want to assign a department description code to each source of funding, and a transaction code to help track and categorize activities. For example:

M = Mental Health/Mental Retardation Contract
P = PA Department of Education Contract
J = Job Training Contract
C = Contributions to Program

D = Deposit
R = Reimbursement to book account or petty cash
W = Withdrawal from petty cash

Whatever system you set up should provide an easy, well-documented record of your transactions. A complete and updated finance report should be prepared monthly.

Another area that can be a source of problems for a literacy program is reporting grant money allocated to salaries. In many cases, percentages of many different grants are allocated to pay teachers and staff, although each teacher and staff member receives only one paycheck. If every paid worker keeps accurate time records--for instance, logging hours for an ESL class funded by the Department of Education separately from those for a class funded by JTPA -- it will facilitate reporting back to the funders. Formal documentation should not include hours worked over and above the contract agreement for hours per week. Supplemental/ overtime income can then be cut on a separate check. Below is a timesheet which demonstrates a division of hours among funders:

Example: N. Woods

January	1	2	3	4	5	6	7	etc.
Hrs. for MH/MR		2		1				
Hrs. for Vo-Tech		3						
Hrs. for JTPA		2	4		2			
Hrs. for DOE				4				
Hrs. for state literacy			3					
Hrs. for university				2	5			

...

As the literacy program moves forward, it will be necessary for the advisory board to evaluate it regularly at weekly, monthly, or quarterly meetings. In evaluating the program, the board should ask the following questions.

* How well have we measured up to our objectives? If not well, why? Are our objectives realistic?
* Is what we are doing effective?
* Do we have a good student-tutor balance?
* What is our feedback from the students, tutors, and community?
* Are the students really learning? How many began the program, and, how many completed it?
* Do we have a consistent volunteer structure?

Once a program is teaching effectively, three important initiatives will help it grow: student recruitment, tutor recruitment, and public awareness.

Recruitment

Student Recruitment

Social service agencies can be a major source of student referrals. Be certain that such agencies have information about your program, and work to make them sensitive to possible reading problems in their clients. (Tell them, for instance, that when clients cannot fill out forms, that may be a clue to illiteracy.) Some particularly appropriate agencies and professionals to contact include:

* Department of Labor office
* Welfare agencies
* Social Security office
* State/local offices of employment services

* Prenatal clinics
* Ministerial association
* Local hospitals and doctors
* Professional Secretaries Association chapter
* Local housing authority
* Head-Start parent councils
* Public school teachers
* Personnel directors

Encourage agency personnel to make the call to your literacy program for the client while they are face-to-face. Often people who are illiterate are reluctant to come forward for help. Professional support in making that critical first contact can actually put them in a literacy program.

Holding an annual open house for human service agencies can save you time and effort by exposing your program to many agencies simultaneously. At an open house, students and tutors, as well as staff, can interact with guests. Reading materials can be displayed and labeled, for example: "Employment Skills," "Driver's Education," "Early Childhood," "Science." At some point during the event, program staff can take time to describe the great benefits of improved literacy skills, then let guests browse through materials and "discover" the program in conversation with students, tutors, and staff.

Additional methods to recruit students include placing booths at a local shopping mall; mounting exhibits with the garden club or other civic, community, or social organizations; participating in free health screenings by testing for learning disabilities and reading level; and holding promotions through local stores--having them place flyers or bookmarks in grocery bags, for instance. Radio and TV public service spot campaigns are, of course, also very effective. Most non-readers have a support person, and in many cases it will be that person who will hear these promotional messages and encourage the non-reader to act.

In all cases, recruitment tactics for students should respect human dignity. Phrases like "come out and join those learning to read" or "brush up on your reading skills" allow adults to enter a program even though they are unwilling to admit they cannot read.

As students are referred to a literacy program, it is most important to complete a skills assessment and place each student as quickly as possible. The entry evaluation should determine the student's long- and short-range goals. It should also uncover any barriers to learning such as child care or transportation problems.

The evaluation process can begin with the first phone call. Following are some questions useful in a quick screening over the phone:

* What is the last grade you completed?
* What difficulties would you have if you wanted to read the newspaper?
* What problems would you have if I handed you a job application? Could you fill it out without any trouble? Would the spelling be okay?
* When do you need to read (on the road, in the kitchen, to children, for Bible study, etc.)?
* When do you have trouble reading something?
* What do you need from this program?
* What are your goals?
* What reading skills do you need today to make life more pleasant?
* Will you have any trouble getting to classes (with work schedule, child care, transportation, etc.)?

A first meeting, and a more formal evaluation, should be scheduled without delay. At that time, many programs administer an entrance level reading test and take the individual's case history. An interview, in addition to covering how the program operates and what the student can expect to learn, should also advise new students on what options they have if they are unhappy with the program. If handled properly, this is the meeting which can lay the groundwork for student pride in the program. Ask students to find a way to give something back--refer another student, accept a speaking engagement, write a support letter.

Once all the information about a student has been gathered, the literacy program can design, with the student, an individual action plan. It must be made clear to students that attendance is part of their responsibility; if they must miss a week, they should notify their tutor they will be unable to attend, and the tutor should report the absence to the program office. If absenteeism continues, students should be temporarily dropped from the program and should return only when they are able to meet their commitment.

Confidentiality is important to most adult learners, especially in the beginning. Later it is rewarding to see how fear of disclosure turns to pride in learning. A program should take care that no test score is released without the permission of the student; a further precaution is to let the student deliver the information to the person who asked for it.

Recruiting Tutors

A media campaign is an effective way to recruit tutors. Media coverage should highlight your need for tutors, areas where volunteers are most needed, dates scheduled for training workshops, and requirements for volunteers.

Another effective strategy is to speak to community groups. Target groups include:

* Men's and women's professional organizations--Federated Women's Clubs, Professional Secretaries Association, Lions, Rotary, Kiwanis, and others
* Religious groups of all denominations. Also include the ministerial association, men's and women's groups, and others
* Professional educators' organizations such as the National Retired Teachers Association, Delta Kappa Gamma, American Association of University Women (AAUW), and the International Reading Association
* Retired Senior Volunteer Program (RSVP) and other senior citizen groups
* Local volunteer clearinghouse, information and referral service, or United Way
* Parent-teacher associations or organizations
* Garden clubs
* Boards of the Intermediate Unit, community colleges, and universities

(For more information see chapter 11, "Working with National Support Organizations.")

Once tutors begin teaching, they require special effort from the literacy program headquarters to keep them encouraged and enthusiastic. Below are some "tutor needs" that are wise to keep in mind:

* Tutors need a sense of the broader picture. Even though a tutor is dealing with only one student, it will help tutors to know that the student fits into a total program, and that the program fits into a national movement.

* Tutors need a complete picture of the students assigned to them. At what reading level is the student? What level does the student hope to reach? What are the student's special interests and needs?

* Tutors need to know that they are not required to "stick to the book," but are encouraged to use common sense and imagination to find supplemental materials to meet a student's needs.

* Tutors need to see their role in the educational growth of their students. How will learning to read affect each student's life?

* Tutors need a job description with clearly defined expectations, especially regarding time.

* Tutors need to be informed about procedures: How to order books, how to keep records, where to go with problems, how to handle an emergency, holiday schedules at classroom sites, etc.

* Tutors need a staff that keeps in touch. It is important to communicate concern and support and to share reports about other activities and people in the program.

* Tutors need recognition.

A good student-tutor ratio and geographic balance are cornerstones of a successful literacy program. Obviously, a program should not train 150 volunteers if it has only 50 students. And, if it has 150 students and 50 volunteers, it should make a special effort to recruit more tutors. No one wants to wait.

It is important to focus recruitment so that your program reflects community need. If you are speaking in a community where you know you have students waiting for tutors, try to recruit tutors with your speech. If you are speaking in a community which has tutors waiting for students, and students are waiting for tutors in outlying communities, try to encourage tutors to travel to those students a little farther from home.

Promotion

Public Awareness

Public awareness of a literacy program begins with its leadership. The public needs to know that you are knowledgeable about adult illiteracy. And once you have an established program, the community needs to see its positive track record.

Two internal ingredients are vital to a successful public relations program:

* Good rapport among members of the program staff, both paid and volunteer. The public will respond in a positive manner to confidence, pride, and cohesiveness on the part of the literacy team.

* Word-of-mouth evaluation of the program by students, tutors, staff, and others who observe its day-to-day activities. The grapevine has a powerful impact on how the community perceives literacy efforts.

Once a literacy program's own house is in order, it can begin to talk with the community. A speakers bureau is an effective vehicle for community relations. Presentations allow program executives to raise awareness both about literacy issues and about how your program addresses them. Speeches can also be effective for recruiting volunteers, developing sources for student referrals, and enlisting financial aid and in-kind services. Staff and advisory board members are logical choices for a speakers bureau, but also consider involving students and tutors--they can be most effective speakers.

A speaker needs to take into account the way the community perceives illiteracy; often, the community attaches a stigma to the person who cannot read. An effective way to begin, for example, is to tell the audience that an adult who is illiterate is just like you or me, except that he or she cannot read. Those in the audience--your argument continues--are not diminished because they are not able to play professional sports or expertly repair a car. But adults who are illiterate may be able to do these and other things the audience cannot. The skill they lack is reading. Another approach is to invite audience members to picture in their minds an adult who is illiterate. Then describe some of your program's students to discredit the stereotype.

Teachers in the audience sometimes feel "blamed," and believe people think illiteracy exists because "the schools are doing a bad job." Yet records show that the majority of those who cannot read never learned for reasons unrelated to formal teaching. Adult students may have had a great deal of absenteeism in early grades, or perhaps their families moved several times at critical learning points. As children, they may have experienced traumas like alcoholism in the family, abuse or divorce--or they may have had undetected problems with hearing or vision. Some were simply not ready to learn at the time the information was presented.

If, at the end of his or her remarks, a speaker has convinced the audience that education is something to be proud of--for adults as well as children--then the public will have come one step further toward not just seeing your program but also viewing education as a community need.

It is important for speakers to be trained and prepared for presentations. A speaker's kit could include:

* An outline or script the speaker may choose to follow
* A brief history of the literacy program
* An overview of state and national literacy activities
* Statistics and facts about illiteracy, along with the source of the data
* Information about local program needs--for instance, recruitment of students and tutors, financial assistance, in-kind contributions, and equipment--and tips for the speaker to use in asking the audience to help fill those needs
* Information on what a literacy program costs: all books for one student, telephone for one year, newsletter for one year, etc.
* Handouts, such as brochures or fact sheets
* Dates and times for upcoming events--for example, an open house or a training workshop
* Sign-up sheets for those who would like to volunteer
* Several of the director's business cards for anyone requesting further information
* A brief report sheet, for the office's records, to include the name of the organization spoken to; the location, date, and time of the

meeting; the approximate attendance; the contact person (name, address, and phone); the name of the speaker; and results of or comments about the presentation

* A thank-you note from your program that the speaker can sign and mail

Additional resources for speakers could include a brief slide show or videotape about literacy as well as charts, posters, and sensitivity activities. In participating in Project Literacy U.S. (PLUS) many public television (PBS) and ABC stations have developed very effective news features and public service announcements (PSAs) about adult illiteracy. Contact the PLUS coordinators at your local stations to see if a videotape is available.

Directories of available speakers are prepared by many local libraries, United Way offices, Chambers of Commerce, and other organizations. Request that your organization be included in future editions.

Talking to the Media

The media in your community are a vital link to public awareness. To avoid confusion or duplication of requests, one person from your program should be designated as the press contact. That person should take time to establish personal contact with public affairs officers and reporters at local television, radio, and cable stations and at local newspapers.

A program media kit will be a valuable resource. Once a supply of kits has been produced, a cover letter, additional press releases, and/or details of a special event can be easily added. A good media kit should include:

* A history of your program
* An overview of your program's accomplishments
* Highlights of current activities
* Information on upcoming events
* Annual dates such as national literacy week, adult education month, dinners, etc.

* Student stories (used with the student's permission)

* Black-and-white photos of program activities (Be certain you have release forms from the people pictured before you issue the photographs.)

* Statistics on literacy

Have your program's press contact keep on hand a current compilation of literacy books, articles, statistics and other references and resources as well as a list of students, tutors, and board members who have agreed to be interviewed.

Following are some additional tips for the press contact.

* Develop an accurate and current media mailing list. Include appropriate departments, contact names and titles, and phone numbers for reference.

* Be aware of media deadlines for your submissions.

* Be brief and direct. Keep the message clear and simple.

* Be aware of the value of human-interest stories. Respect confidentiality at the same time you let the audience or readers see the unique experiences of your students and tutors.

* Be adaptable so the message appeals to the target audience.

* Request guidelines on how submissions should be prepared (double spaced, 1/2-inch margins, contact person's name and phone number at top, etc.)

* Include information about your sponsoring organization; your address, phone number, and contact person; the title and description of any event, its date, time, location, and cost; requirements for enrollment; RSVP information; and other relevant data.

* Make requests at reasonable intervals and only when you have something of special interest to the public.

One of the most effective means of publicity is the television and radio public service announcement (PSA). These are sometimes referred to as "commercials"

for non-profit organizations. PSAs range from brief announcements to highly produced spots. They run at the discretion of the broadcaster.

If you would like to develop a PSA, first make certain that local television and radio stations run PSAs, and ask what "format" each station prefers. (Some want just scripts, and others want different kinds of video and audio tapes.) A station may even offer to produce a PSA for you, and may share it with other stations in your area. But if you need to develop your own PSA, you can make an appointment with the audio-visual department of your intermediate unit, college, university, or vocational-technical school to see if it might produce your PSA. You should also check with local advertising agencies and public relations firms in your community; one of them might be willing to donate an entire public awareness campaign, including a PSA, for your program.

Training

A literacy program is only as good as its staff and volunteers; this makes good training critical. Most programs find it convenient to train volunteers in a workshop setting. The training workshop brings another benefit, too: it helps to build friendship and cohesiveness among volunteers.

Once tutors leave a training session and are matched with students, they are more or less "on their own." Therefore, training workshops should be as complete as possible, and should include:

* An introduction to the reading materials which your program will use

* An operational overview
  - The location of tutoring sites and a contact person for each site
  - Staff person to contact if problems arise
  - How to obtain materials and texts
  - Reporting procedures
  - Hours in preparation; hours teaching
  - Student profile

* Community resources available to supplement tutoring
  - Role of the library
  - Role of local schools
  - Role of religious community

* Literacy issues, nationally and locally. How the program interfaces with other educational opportunities

* Sensitivity training
  - Understanding adult students
  - How to realize a student's individual goals
  - Procedures for addressing problems
  - Suggestions for a positive approach to learning: tutors are not feeding students wisdom, but rather encouraging them to develop their own minds

* The educational process
  - Student entry evaluation
  - Ongoing evaluation and record keeping procedures
  - How to integrate the student's needs and interests into the curriculum and lesson plans
  - Supplemental classes available

Some time in the workshop should be spent talking about volunteer skills other than tutoring. Volunteers can serve in many different capacities, including:

* Teaching crafts
* Teaching small classes
* Doing specialized testing
* As office help
* In fund development
* On speakers bureaus
* Computer assistance
* In recruitment and outreach
* On the newsletter team

There are trainers affiliated with specific literacy organizations (Laubach Literacy Action, Literacy Volunteers of America, and others) whose skills may be utilized, and/or you may want to involve local teachers and reading specialists. It is also possible to develop a unique training program with advice from groups like the American Society for Training and Development (ASTD).

Ideally, training workshops are supplemented with in-service training. Staff, tutors, students or circumstances may suggest topics for these sessions: in a high unemployment area, for example, it may be important to hold a session on how to teach someone to fill out a job application form. Tutors in communities with non-English-speaking citizens may need an ESL class. Another class might demonstrate how to help a young parent help children learn to read. Spelling and grammar may be other concerns.

Horizons

An adult literacy program is much, much more than student books and teacher's manuals. As literacy enters the list of "top 10" social concerns in the eyes of the public, it will become the priority it deserves to be. In that climate, a program which is sensitive to students, volunteers, and community alike can win support and move the cause of literacy forward.

An adult literacy program is also much, much more than a program. It is a community gift of concern and sharing which can transform the lives of those it serves. For every literacy student who earns a high school degree or a college diploma, for every student who holds a new job, or who can read a children's story, or study the Bible -- that program has opened up a whole new world.

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*These publications are included in appendix B "Resources." Appendix B offers an additional list of reports, newsletters and video tapes on the subject of literacy.

SAMPLE

SERVICES PROVIDED BY: ADULT LITERACY ACTION

PENNSYLVANIA STATE UNIVERSITY

BEAVER COUNTY, PENNSYLVANIA

. . .BASIC LITERACY

Adults requesting help to improve their basic reading and writing skills are matched with Laubach certified trained volunteers. One-on-one free tutoring takes place in all 10 Beaver County libraries.

. . .BASIC MATH

Adults requesting help to improve their basic math skills may enroll in this free class. The class is taught by a math teacher, and meets one night a week.

. . .ENGLISH-AS-A-SECOND-LANGUAGE

Adults requesting help to learn to read, write, and converse in the English language may enroll in free classes at Penn State, Beaver Campus.

. . .CITIZENSHIP PREPARATION

Adults requesting help to prepare for the United States naturalization test may enroll in this 10-week class offered 3 times a year.

. . .MENTAL HEALTH/MENTAL RETARDATION

Adults needing special help to learn and improve basic reading skills may be eligible for this program. The classes are taught by Laubach certified trained volunteers in cooperation with a certified teacher. Tutoring takes place at several MH/MR sites in Beaver County.

. . .JAIL-BASED LITERACY

Basic literacy classes are offered at the Beaver County Jail. One-on-one tutoring is continued after release in cooperation with the probation office.

. . .EMPLOYMENT SKILLS CLASSES

Eligible participants are referred to this 15-week course to increase their employment potential through basic language arts and employment skills classes.

. . .PARENT LITERACY

Chapter I parents who have trouble with basic reading, writing, and math skills may enroll in literacy classes designed to create awareness of the needs of their children to help prevent second and third generation illiteracy in their families.

. . .GOLDEN OPPORTUNITIES

Senior citizens requesting help in meeting basic reading and writing needs relevant to their changing roles in the community can enroll in this class offered twice a year.

. . .INDUSTRIAL LITERACY

Awareness of basic literacy needs of employees is developed in cooperation with Beaver County industries.

. . .SPELLING AND WRITING CLASS

In an agreed upon number of 2-hour sessions, the student will be introduced to phonics blends, word families, syllabication, and other essentials necessary for the development of basic spelling skills. Practice in writing sentences, paragraphs, notes, and other vital communications will be introduced.

. . .MATH CLASS

The students will be introduced to operations of math skills necessary for daily living, business, trades- and work-related problems, and to develop comprehension and reasoning powers through visual and practical application.

. . .NEWSPAPER CLASS

This course is designed to use the newspaper as a text for students developing basic reading skills.

. . .SCIENCE CLASS

Introduce basic reading, vocabulary, and interpretation skills, and provide skills in preparation for entry into GED classes.

. . .SAFETY AND FIRST AID CLASS

The students will be provided with basic information about general first aid, home safety rules and precautions, and emergency procedures.

. . .HEALTH, HYGIENE, AND NUTRITION CLASS

Introduces basic reading and vocabulary skills relevant to understanding the body and how it works, the basics of good health, and health care services available in the community.

. . .DRIVER'S EDUCATION THEORY CLASS

Focuses on vocabulary, explanation, and study of driving rules, signs, road markings, signals, and practice for the question section of the driver's exam.

. . .GRAMMAR AND LOGIC CLASS

Provides instruction for students nearing completion of literacy program and preparing the enter the GED classes.

. . .SPEECH AND COMMUNICATIONS CLASS

An introduction to verbal development, self-expression, articulate, and sensitive oral presentation skills needed in daiiy life such as phone, interview, job, and social interaction etiquette.

. . .SOCIAL STUDIES CLASS

Introduce basic vocabulary, reading, and interpretation skills relevant to preparation for entry into the GED program.

SAMPLE

STUDENT INITIAL REFERRAL FORM

STUDENT NO._____

DATE_____

NAME_____ PHONE NO._____

or HOW TO REACH_____ S.S.#_____

ADDRESS_____ COUNTY_____

_____

Referred by:_____

How did you hear about us?_____

Age_____ Marital status_____ Children at home_____

School grade completed_____ Where_____

Employed_____ Occupation_____

Time available_____ Flexible or Fixed_____

Can travel to tutor____ Most convenient library or learning center_____

Why does he/she want to learn to read and write?_____

_____

Immediate need_____

_____

Call taken by:_____

Test date-ABLE_____ Other-Date_____

MATCHING - Tutor Name & Co.	Date	Reason Discontinued	Date
1.			
2.			
3.			
4.			

SAMPLE

STUDENT INTAKE FORM

1. **INITIAL**

   Phone: Name, Address, Phone, SS #, Age

   Last grade completed_____; Where_____;

   Immediate needs_____; Goal_____.

   If ESL 1st name, last name, country, length of time in U.S.

   If needed, sponsor's name and phone number.

   Set date and location for screening, copy of info sent to tester.

2. **INTAKE FORM--STUDENT PROFILE REPORT**

   Examiner's name_____test date_____student #_____

   Referred by_____on date_____male___female___

   ESL____ basic_____ GED_____ MH/MR_____ LD____ Other_____

   This student has been referred to:_____

Reasons for Registration	Reasons for Departure	Reasons for Re-entry
__to read and comprehend better	__met student's expectations	__change in personal circumstance
__to prepare for the GED	__completed materials	__continued need
__to help a child/ children	__pursued next level	__other_____
__to spell and write better	__interrupted by illness	
__to help with job search	__lack of interest	
__other_____	__moved from area	
	__no reasons given	
	__other_____	

DATA CLOSURE

__received GED

__completed higher level of education, specify_____

__other relevant details of the student's profile include:_____

_____

3. **INTERVIEW**

When did you first decide you had a reading problem?_____

_____

Why did you decide to come for help?_____

_____

1. When do you need to read?
   - ___at home
   - ___on the job
   - ___on the road
   - ___shopping
   - ___church
   - ___other

2. When do you have trouble reading something?
   - ___at home
   - ___on the job
   - ___on the road
   - ___shopping
   - ___church
   - ___other

3. How do you think someone could help with what you need to read/write?
   - ___at home
   - ___on the job
   - ___on the road
   - ___shopping
   - ___church
   - ___other

What are your education goals?_____

What will help you feel personal success?_____

What barriers might slow you down?
- ___child care
- ___transportation
- ___work shifts
- ___physical
- ___money

SAMPLE

TUTOR DATA SHEET

NAME_____ NAME OF HUSBAND OR WIFE_____

ADDRESS_____
Street City State Zip

HOME PHONE_____ WORK PHONE_____

PLACE OF EMPLOYMENT_____ WORK HOURS_____

Where did you hear about the program?_____

Preferred time for tutoring: Morn.____ Aft.____ Eve.____ Weekend____

Preferred days for tutoring:_____

To meet with a student:
Do you have access to a car? Yes____ No____
Are you near public transportation? Yes____ No____

Most convenient library_____

Special Skills or Interests

_____

_____

Area or Field of Work Experience

_____

_____

Languages (other than English) that you speak_____ or read_____

Age (optional) Circle one: Under 25; 25-35; 36-45; 46-55; 56-65; 65+

Your education (Circle last year **completed**): 1 2 3 4 5 6 7 8 9 10 11 12
High School

College: 1 2 3 4; Grad. School: 1 2 3 4 Degree_____ Other_____

Other schooling:_____

Can you volunteer in any of these areas? Please check which ones.

__Typing
__Bookkeeping
__Office/clerical
__Mimeo/copier machine
__Other:_____

__Phoning
__Public speaking
__Publicity
__Newsletter

__Fundraising
__Becoming a tutor-trainer
__Hostess for workshop
__Baking

FOR OFFICE USE ONLY

Certification (give mo./yr.) Date of placement and name(s) of student(s)

T-L_____ T-E_____ _____ _____
ST-L_____ ST-E_____ _____ _____
MT_____ MT-E_____ _____ _____

3

LITERACY PROGRAMS IN ACTION

by

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LITERACY PROGRAMS IN ACTION

Across the nation--in the Bronx, Los Angeles, Charlotte, Washington, DC--adult literacy programs are working. What makes them so successful? Certainly one answer is people. Education professionals and volunteers throughout the U.S. are working diligently to solve literacy problems, and they have many success stories to tell.

Successful programs have more in common than the dedicated people who run them, however. Specifically, they share most of eight common features; they have:

* A plan for program management
* Recruitment procedures
* Orientation activities for students and volunteers
* An overall approach to instruction
* Diagnostic testing
* Assessment procedures
* Counseling for students
* Follow-up studies on students when they leave the program

The purpose of this chapter is to define these eight features and to describe how seven literacy programs incorporate them in their programs.

Program Management

Successful literacy programs provide a foundation for managing and perpetuating their efforts. Typically an advisory board, consisting of people interested in adult literacy and knowledgeable about the community, develops the "mission statement," which defines the purpose of the literacy program. Goals and objectives are then written to provide direction for the organization. Next, methods for achieving goals and objectives are outlined and job descriptions and budgetary requirements are written. This approach to program management provides the structure needed for literacy programs to achieve their mission. Once the organization has developed a management structure, the literacy program can sustain itself regardless of changes in staff.

Recruitment

Recruitment is an essential concern for any literacy effort, and successful literacy efforts engage in active recruitment of both adult students and volunteer tutors.

Regarding the recruitment of potential adult students, recruitment methods vary from program to program. Student recruiters agree that familiarity with the characteristics, abilities and attitudes of the undereducated adult can increase the effectiveness of a student recruitment campaign. Such knowledge is especially important when recruiting the "hard-to-reach" student.

Effective tutor recruitment is another component of a successful literacy program. Specific approaches to tutor recruitment efforts are provided in Chapter 2 under "Recruiting Tutors." Directors of successful literacy programs point out that whatever approaches are used, a program must be credible to draw volunteers to it. Refer to the section entitled "Promotion" in Chapter 2 -- it provides useful information on how to establish credibility within the community.

Orientation

Successful literacy programs provide orientation activities for volunteers and students. Student orientation is generally designed to familiarize students with the program, allay their anxieties and collect information about their reading abilities. Similarly, orientation activities for volunteers are designed to screen and select volunteers, provide specific training, and assign volunteers to tutoring or non-tutoring positions.

Instructional Methods and Materials

The goal of a literacy program is to provide basic reading and writing skills, and often math skills. Staff associated with the programs described later in this chapter agree that successful literacy programs have identified a specific philosophy of instruction and are committed to that philosophy. Training, evaluation of students and instructors, and instructional purchases are predicated on that philosophy. Therefore it is important that people who are interested in building a literacy program consider how various instructional methods or approaches may help them to realize the mission of their literacy program. A reading specialist in your local school or nearby college can provide this type of information for you.

Diagnostic Testing

Many successful literacy programs attempt to determine students' reading strengths and weaknesses. Frequently tests are given to "diagnose" the need for particular types of instruction. Although professionals agree on the need for ongoing diagnosis and evaluation of student progress, they disagree on the method for conducting the evaluation or diagnosis.

Literacy programs use one or a combination of the following methods for diagnostic testing:

* Standardized or norm-referenced tests. These tests are designed to compare a student or the group to similar students and groups. Results are reported as reading levels (by grades), percentiles and other statistical scores. The Test of Adult Basic Education (TABE) is an example of a norm-referenced test.

* Criterion-referenced or specific skill tests. These tests are designed to show the level of individual students' proficiency with specific skills or areas of knowledge. No information is available to compare the student to a similar group of students taking the test. The acceptable level of performance is generally based on teacher judgment.

* Informal teacher diagnosis and student self-diagnosis. Student progress is based on reading and writing instruction. Diagnosis takes place during instruction rather than through testing.

Whatever diagnostic approach is taken, the results are used to set new goals, to plan instruction and to select appropriate instructional materials.

Assessment Procedures

Successful literacy programs have defined several assessment procedures. They include measuring or assessing student progress, evaluating the extent to which the mission statement and program goals are met, and evaluating staff performance.

Since many literacy programs receive funding from federal, state or local government agencies, they are required to evaluate student performance using a norm-referenced test. Many adult literacy professionals do not believe that the norm-referenced test provides sufficient information to give an adequate assessment of student progress. They have developed informal methods for assessing student progress on personal goals and include this information in their assessment.

Results from student evaluations are frequently used to evaluate the overall effectiveness of the literacy program. Other factors in program evaluation may include recruitment efforts, funding efforts and staff evaluation.

Staff evaluation is tied to the job description developed by the advisory board and project staff during the "program management" phase of development. Well-written job descriptions should suggest an evaluation procedure.

The results from assessment procedures will influence future plans for each component of the literacy program. Successful programs act on the findings of their evaluation or assessment procedures.

Counseling

Successful literacy programs include a counseling component. Although most literacy services would like to provide formal counseling programs, few have the resources to do so. Nevertheless, counseling does occur informally. Volunteers provide help to students regarding an array of concerns. Examples of frequently asked questions include "How can I get my child to _____?" and "Can you help me with my landlord?" The willingness of volunteers to assist or counsel students regarding their personal concerns has a positive effect on student attendance and ultimately on student progress.

Follow-up on Programs

Follow-up studies are conducted by some successful literacy programs for a number of reasons:

* To determine why a student left a program
* To determine whether students pursued other literacy classes
* To plan program changes
* To determine student satisfaction

Telephone surveys and written surveys are the primary methods for conducting follow-up studies; these methods are time-consuming and costly and only a few programs have the resources to complete them.

In the next section several successful programs are described in terms of the eight components described earlier. Keep in mind that each of the components fits into a larger model or organization. The nature of the program management component influences the nature of each of the other seven components. Similarly, the assessment component is tied to the instructional method component, which is linked to the recruitment component and so on. Each component should be considered in relationship to the others.

All of the following program profiles begin with a general overview of the program. Then more detailed information is provided and a contact person is listed. Descriptions were obtained from a variety of sources: the organization's pamphlets, newsletters and press releases, newspaper articles and telephone interviews. The programs profiled here were suggested by the Adult Literacy Initiative of the U.S. Department of Education.

ADULT BASIC LITERACY EDUCATION (ABLE)

Central Piedmont Community College, Charlotte, NC

The Adult Basic Literacy Education (ABLE) program provides opportunities for adults 18 years of age and older to improve their basic reading and math skills. Instruction is delivered primarily by computer technology and volunteer tutors. ABLE is a department within the Central Piedmont Community College's Basic Studies Program.

The program has four major goals:

* To provide instruction for students in reading, writing and math skills so that they can progress to an eighth-grade level faster than would be expected in other literacy programs
* To attract adults who might not otherwise enroll in a literacy program
* To retain adults in the ABLE program longer than traditional programs
* To provide support, instruction and referral services to assist adults in meeting their lifetime goals

Since ABLE first opened its doors in 1983, more than 3,000 students and 400 tutors have participated in the program.

Program Management

ABLE operates five centers in the Charlotte area. A director, three full-time instructors, one laboratory facilitator, and eleven part-time instructors and volunteer coordinators help to manage the program at each center. In addition to the salaried staff, 170 volunteers assist with instruction. A volunteer council advises staff and instructors regarding the program's development and serves as a liaison to new volunteers.

Since the program is a department within Central Piedmont Community College's (CPCC) Basic Studies Program, the policies and procedures of CPCC govern the program. Procedures include a delineation of the program's mission and goals and the methods for evaluating them, plus written job descriptions for the people responsible for carrying out the program.

In addition to the ABLE program, CPCC's Basic Studies Program provides four additional programs: Advancement Studies, High School Completion, General Education Development (GED) and Adult Basic Education (ABE). Funding for the ABLE program and all the programs in the Basic Studies Program is provided by the state based on student attendance.

Recruitment

ABLE recruits students through radio and television public service announcements (PSAs), church bulletins, newspaper editorials and bus signs. Simple notices are also sent with food stamps and water bills, and are posted at the housing authority and tax offices. In addition, ABLE personnel speak to civic clubs and make talk show appearances to spread the word about the program. Volunteers are recruited primarily through articles in local newspapers.

Orientation

Student orientation begins during the first visit to an ABLE center and lasts about 30 minutes. Orientation includes three steps. After students are greeted, they view a slide/tape program which provides information about the ABLE program, its mission, a description of the instructional equipment and staff introductions. Students are then invited to talk with a volunteer or instructor about their educational histories and goals. Finally, students take several screening tests to determine their current reading skills. Scores on the Slosson Oral Reading Test (SORT) (New Reader Press, Inc.) and the Adult Basic Learning Exam I (Harcourt, Brace Javonovich, Inc.) are used to place students in the Level I or II Reading and Math classes. Following the orientation, students are given a schedule for classes and are assigned a tutor.

Volunteers are recruited to work as tutors, computer assistants or administrative assistants. Training workshops for tutors are held every four to six weeks. The initial training session includes two three- to four-hour presentations on the following information:

* A history of illiteracy
* Characteristics of adults who are functionally illiterate
* Review of volunteer manual
* ABLE policies and procedures
* Training in the use of the Laubauch phonetic tutoring method
* Review of supplementary material
* Overview of ABLE COMPUTER and its use in ABLE program
* Record keeping methods.

Following the initial session volunteers observe tutoring sessions and familiarize themselves with the centers' facilities. After volunteers have had an opportunity to work with students, a follow-up training session is held. Additional training and support is provided for volunteers through ongoing training and the tutor evaluation process.

Instructional Materials and Methods

ABLE offers four programs: Level I Reading, Level II Reading and Math--Levels I and II. Although different teaching approaches are used for each of the programs, all are heavily dependent on computer technology to either teach new skills or review skills students previously learned from a tutor.

Level I Reading. Students who scored 3.5 or below (students who are reading at a par with a third grade student with five months of instruction) on the SORT screen test are placed in the Level I program. Students receive one-on-one tutoring by volunteers, attend small group sessions and use computers to review what is learned during the tutoring sessions. Students work with tutors a minimum of twice a week and spend at least four hours per week in tutor- or computer-assisted instruction.

The Level I course is divided into three major sections: phonics recognition, writing and spelling and comprehension skills. The Laubauch Way to Reading series, Apple computer software packages and other multi-media materials are used to provide instruction.

Students are expected to demonstrate their knowledge of the reading process by scoring 80% on the tests included at the end of each of the Laubauch skill books. They must identify:

* Names of letters and sounds of the consonants
* Short vowel sounds
* Long vowel sounds

* Other vowel and consonant sounds
* Facts within a reading passage

Level II Reading. Students who scored 3.5 or higher on the SORT test are placed in this program. Students progress through this program until they reach the 8.9 reading level (reading on a par with an eighth grader with 9 months of instruction).

Control Data's Basic Skills Learning Series (PLATO) comprises the core of the Level II curriculum. PLATO is an individualized computer-based instructional program. Students work through the computer program by following steps outlined on the PLATO reading progress charts. Lessons include a tutorial, drill and practice, workbook and post-test design. Students scoring 85% or above on drill and practice questions are not required to complete exercises in the workbook.

Students are exposed to additional instructional materials as they progress through the PLATO reading charts--additional computer software, printed material and audio and videotape lessons to learn to read for recreation.

The Level II course outline is divided into four broad categories: Word analysis skills, using context, comprehension and critical reading skills. Students are expected to score at the 8.9 reading level or higher on the Adult Basic Literacy Exam, a standardized test, to complete the course. At the completion of the program students receive a certificate and e referred to other appropriate courses.

Math Level I and II. Students must be able to read at the 3.5 grade level before entering the program. A test developed by the ABLE staff is used to place students. Students are placed in Level I Math if they lack fundamental computational skills and are placed in Level II if they show proficiency in computation. Instruction is supplied through the PLATO computer program, print materials, audio and videotapes and one-on-one instruction.

Level I curriculum includes instruction on addition, subtraction and multiplication of whole numbers. Students are evaluated after each major topic is presented. The requirement for advancement is 80% accuracy.

Level II includes instruction on fractions, decimals, percents, ratios, proportions, basic measurements and geometry. Students learn to apply this knowledge to everyday living and are encouraged to continue their math education in other courses.

Lists of course descriptions, outlines and materials are available upon request (see address listed at the end of this section).

Diagnostic Testing

During the orientation sessions students are given the SORT test to determine their current reading levels. If students receive scores of 3.5 or below, they are assigned tutors and progress through the Laubauch Way to Reading series. If students receive scores of 3.5 or higher on SORT they are given the Adult Basic Literacy Exam (ABLE) I or II. Students are placed in the PLATO Basic Skills Reading curriculum at the level one or two grade levels below the ABLE test score. Similarly, math students' scores from the math diagnostic form are tabulated. Errors are reviewed and students are placed at an appropriate level corresponding to the PLATO mathematics curriculum.

In addition to the screening tests, scores on daily reading and math work are reviewed. When students who work with the PLATO math and reading curricula receive a score below 80% on their "Drill and Practice" work, they must continue their study in their workbooks.

Assessment

As described in the previous section, students are tested frequently. The also log the number of hours they have spent at ABLE since their last test. Gain in reading level is measured against the amount of instructional time provided for students, and becomes one measure for evaluating the ABLE program.

Follow-up

ABLE personnel keep in touch with students through phone calls and letters. Recently they conducted a follow-up study on 1200 to 1500 former students and found that 46% completed the program. Eleven percent went on to get their high school equivalency diplomas, 11% enrolled in advanced studies; 41% started the developmental studies program at the community college, 14% did not enroll in other programs, and the remaining 14% either moved or chose not to respond.

Counseling

ABLE does not have a formal counseling component as part of its program; however, tutors and instructors are encouraged to help students with their concerns.

The staff is working on a plan to develop a guidance and counseling program which would be operated by graduate students at a nearby university.

For more information, contact:

Cynthia Wilson Johnston
ABLE Program Director
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

704/342-6971

BRONX EDUCATIONAL SERVICES (BES)

The Bronx, NY

Now in its fourteenth year, Bronx Educational Services (BES) was started by two young Yale graduates who studied urban sociology in college and were determined to improve the conditions of the inner city and its people. The major effort of the community-based program is to provide classes for English-speaking adults who wish to improve their lives by learning to read.

BES received approval for exemplary program status from the U.S. Department of Education's Joint Dissemination Review Panel (JDRP) in 1985. This approval entitled BES to apply on a competitive basis to receive grant funds through the National Diffusion Network (NDN). In addition, BES was awarded grants from the Lincoln Fund, the New York Foundation, Chemical Bank, Morgan Guaranty Trust, St. James Church and Chase Manhattan Bank, New York City and the New York Department of Education.

Program Management

In 1983, the Board of Directors and staff of BES set an important organizational goal for the program: "institutionalization." This term describes the four-year plan which provided the direction for BES to move from a small church-basement program to a well-respected and well-endowed Bronx educational institution.

To accomplish the goal of "institutionalization," staff members spent six 2 1/2-hour training sessions with BES board members who were employed as business managers. The purposes of these sessions were to:

* Define the purposes and functions of BES
* Define roles and responsibilities of staff to carry out the purposes of BES
* Provide staff with information and methods for management of BES
* Develop skills in setting long-term and short-term organizational goals

As a result of this training, organizational procedures and job descriptions were changed and additional personnel were hired. Today, the program employs a secretary, an administrative assistant, a director and two full-time professional teachers. The staff meets weekly to discuss management and administrative activities and performance. In addition, staff continues to receive management instruction from BES board members or at training institutes.

Today, BES and the IBM Corporation are jointly investigating the benefits of using computer technology to help provide adult literacy instruction. The purpose of this joint project is to provide the BES staff information regarding computer-assisted instruction and to provide the IBM corporation with specific information about teaching techniques that are successful in addressing adult literacy.

Recruitment

Students hear about BES from radio public service announcements (PSAs), from friends and community groups. BES makes presentations to local community boards, day care and social service centers. Also the organization belongs to several coalitions through which it distributes posters and flyers designed to recruit students. Of all of these recruitment activities, PSAs have been the most effective tool. From these announcements alone, BES received more than 1,000 calls during one summer.

Volunteer teachers are generally former BES students. The volunteer teachers and staff meet once a month to share their successes, to model lessons and to work on developing curricula.

Orientation

Prior to the first class session, students meet with a staff member and are given some informal and formal screening tests. Students who are reading below the third-grade level as measured by the Test of Adult Basic Education (TABE) qualify for the program.

The first class session becomes the actual orientation. Twenty students meet with two teachers. Time is spent discussing students' strengths, interests, images of school, learning and reading. The group discussion inspires a sense of support and openness for students. Teachers use the issues raised in the initial class to plan for further instruction.

Instructional Methods and Materials

BES provides group instruction for adults who cannot read or who have minimal basic skills. Through group instruction, peer support is generated and a group energy emerges. The group process reveals pertinent information which staff uses to provide individualized instruction.

BES curriculum is offered in two parts: the Year I and Year II curricula. During Year I (designed for students who score between 0 - 3.9 on the TABE), students follow the sequence of instruction outlined in "The Linguistic Manual" written by BES staff. Students learn to sound out words and begin to understand the phonetic nature of the English language. Once students have "cracked" the phonetic code they move on to reading groups of words, sentences and paragraphs. Instruction is directed toward comprehension, not simply learning a particular reading skill.

During Year II students build on their knowledge of the phonetic structure of words to study sentence and paragraph structure and grammar. One teacher described Year II as being much like an English class. Although the content of the Year I and Year II curriculum is specified, the methods for presenting the content are not. BES staff use a variety of teaching approaches and methods.

Oral histories are recorded and used for literacy instruction. The oral history project involves tape recording narratives of students' lives, enabling students to voice their opinions on personal issues. Teachers listen to the tapes and decide which portions should be transcribed. The transcribed tape is edited by the students with a teacher, using the "Bank Street Writer" word processing program. These edited transcriptions become a text from which the teachers develop comprehension questions, vocabulary and spelling exercises. The transcriptions are eventually compiled into thematically organized books that can be used for reading material in all BES classes. "Coping with Illiteracy," "Education and Violence," "Parenthood," and "Childhood" are examples of some of the emerging themes.

Diagnostic Testing

A student's reading level is determined from vocabulary and comprehension scores on the TABE. BES uses the testing information for screening purposes, for placement in the Year I or II programs, and to indicate student progress over time. Students take the TABE after every 100 hours of instruction. Results from these tests are used to plan instruction.

In addition to the TABE, other methods are used to measure student progress. Students are asked to read stories, write letters, read their own mail, read periodicals and fill out applications. The results of these informal tasks provide

teachers with critical information about how well students can read to help them accomplish different tasks.

Counseling

A full-time BES counselor position was funded for one year. The counselor developed an assertiveness training and job readiness curriculum which teachers and volunteers are now integrating into their daily instruction. Staff and students also provide assistance to students with special concerns.

Assessment

Student progress is assessed after every 100 hours of instruction. Students "graduate" and are referred to other programs when they attain a score of 5.9 or higher on the TABE.

The staff meets monthly to assess the program's effectiveness. Curriculum development and staff training are two outcomes of these meetings. Salaried staff are observed and evaluated on a regular basis.

Follow-up

At the present time no formal follow-up procedures have been initiated. However, once students leave the program they generally enroll in another class.

For more information, contact:

Jon Deveaux, Director
Bronx Educational Services
965 Longwood Avenue
Room 309
Bronx, NY 10459

212/991-7310

JEFFERSON COUNTY ADULT READING PROGRAM (JCARP)

Jefferson County, KY

The Jefferson County Adult Reading Program (JCARP) was begun in 1978 by the Kentucky Department of Education as a demonstration project to attack adult illiteracy. The purpose of the project was to design a model reading program for adults functioning below a sixth-grade reading level, to recruit and instruct adults in Jefferson County who are functionally illiterate, and to serve as a model for the development of similar programs across the state.

In 1982 the Joint Dissemination and Review Panel of the U.S. Office of Education validated JCARP as an exemplary program. This recognition led to JCARP's funding by the National Diffusion Network (NDN) and to the publication of JCARP materials for dissemination.

The success of the program is linked to several features:

* High student attendance
* Substantial student reading gains
* Attention given to setting and achieving students' immediate goals
* A strong foundation in principles of Adult Basic Education
* Services of community volunteers

Today, the JCARP model is replicated in 17 other states and in more than 600 school districts. Approximately 10,000 students have been tutored. In addition to working with public and community-based literacy programs, JCARP now has adaptations in correctional institutions in Ohio and Kentucky. These adaptations of JCARP involve prison residents as tutors of other inmates.

Program Management

JCARP's designers believed that in order to establish a successful literacy program they needed to develop a credible base of support. They gathered representatives from the community, agencies serving the adult reading student population, and

people knowledgeable about adult reading programs to create a coordinated community effort.

These interested people and agencies outlined and carried out a series of steps which eventually led to a method for managing JCARP. Steps were taken to:

* Define the organizational purpose
* Set goals and objectives to help achieve the organizational purpose
* Develop methods needed to achieve the organizational purpose
* Develop jobs necessary to fulfill program needs
* Develop a model which illustrates how the organization operates
* Develop job descriptions for each position in the model

Methods for carrying out these program development and program management steps are detailed in the handbook, "Organizing a Successful Adult Literacy Program," available from JCARP.

Recruitment

JCARP recruits students through radio and television public service announcements (PSAs), through newspaper ads and articles, and with simple notices placed in school and church bulletins, grocery bags and telephone bills. JCARP personnel speak at civic clubs, make talk show appearances and make announcements at local night centers for adult education. In addition, successful JCARP students recruit door-to-door in targeted neighborhoods. Statistics on the results of various recruitment efforts are available from JCARP.

Orientation

All potential students are asked to call the JCARP office. During the initial phone call the staff builds the student's confidence and gathers general information about the student's interests and goals. Then students are given the date and location of the first class meeting. One week prior to the first class, the teacher assigned to the new student reminds him or her about the class and provides directions. The first class is devoted to formal orientation. Orientation procedures encourage potential students to determine their level of commitment to literacy instruction. Issues such as regular attendance and personal goals are discussed. Students also complete the Test of Adult Basic Literacy (TABE).

Orientation for volunteers begins with a visit to a literacy class. Volunteers are encouraged to participate in the class in order to get a sense of whether they can work with an undereducated adult. Once the volunteers have determined their commitment to tutoring, formal orientation begins. Volunteers learn about the organization, the psychology of working with the undereducated adults, the use of a basal reading series and techniques for teaching adults to read. JCARP also offers a three-day training workshop for people interested in beginning their own volunteer program. The workshop is designed to prepare participants to teach reading to adults, to train volunteers and to manage a literacy program using volunteers.

Instructional Methods and Materials

Program staff develop individual learning plans for students using test results and students' interests and/or needs that were determined during student orientation and follow-up conferences. The learning plan becomes a guide for staff and volunteers to select appropriate instructional methods and materials.

The indi idualized learning plan is carried out in a two-step process. First, students receive instruction on a specific reading skill using a reading series. Next, students practice those skills using daily life materials of interest and value to the student.

Reading skills are generally taught in small groups. Small-group instruction provides opportunities for students to work together and support one another, a feature critical to good student attendance. Staff and volunteers are encouraged to choose materials and methods for instruction based on the individual learning plan. JCARP encourages the use of the Laubach Way to Reading Series for instruction for students up to the fourth grade reading level. The Laubach series is preferred because the teacher's manuals accompanying the series are easily used by volunteers and because of its proven success in the program.

Staff and volunteers receive specific training on several approaches to reading instruction and training in how to select and use a variety of reading materials. Volunteers receive a copy of "Guide to Selection of Adult Literacy Materials: Analyze Before You Buy," which provides useful information about specific tests, reading series and guidelines for choosing materials. The handbook is available from JCARP.

Diagnostic Testing

Two tests are administered to all students enrolled in JCARP classes. The Slosson Oral Reading Test (SORT) is used to determine a student's eligibility for the program because it is administered quickly, it measures only vocabulary and it provides a general reading level. The Test of Adult Basic Education (TABE) Level E is given at the beginning and end of the program year. The test scores provide diagnostic information regarding vocabulary and reading comprehension, and they provide a means for evaluating student progress over time.

In addition to the information from these two tests, volunteers can collect more student information through additional tests. Volunteers receive a packet of information describing six commercially made tests with recommendations for use. Guidelines for test administration are also included. Volunteers and teachers are encouraged to consider the test results, students' goals and students' concerns when planning instruction.

Counseling

Staff and volunteers get involved in counseling students in a number of informal ways. During the pre-enrollment telephone contact, students are encouraged to talk about their goals, personal interests, anxieties about the program and the reasons that they have not learned how to read. The information from this first contact is logged on a "Counseling Record Form." (Remember, all recruitment efforts encourage interested adults to call the JCARP office.) Once students are enrolled in class, the information recorded on the form provides a reference point for subsequent student conferences with a staff member or volunteer. Student conferences are designed to assist students in assessing their progress, reworking their goals if necessary and helping them with any immediate concerns.

Assessment/Follow-up

The JCARP evaluation component includes two phases: (a) assessment or measurement of student achievement, abilities and changes, and (b) evaluative judgments made on the basis of assessment. Data are collected on every phase of the program: recruitment, student retention, instructional practices, student academic achievement and student achievement of long- and short-term goals. The data are then evaluated and compared with data on other literacy programs. The findings of

the evaluation component of the model are used to make program revisions and to develop curricula.

For more information, contact:

Karla Handy Gibbs, Director
Division of Adult and Community Education
Kentucky Department of Education
Capital Plaza Tower
Frankfort, KY 40601

502/564-3921

LITERACY ACTION

Atlanta, GA

Literacy Action is a community-based, non-profit adult literacy program which provides literacy instruction to adults reading below the ninth-grade reading level. In addition to providing literacy instruction, the organization is committed to helping other groups become literacy providers.

The people associated with Literacy Action believe that an effective literacy program has four components which are interrelated and influence each other:

* A mission for the program
* An organizational structure for self-perpetuation
* A source for funding
* A pedagogy for literacy

Program Management

Literacy Action is governed by a board of trustees. Current business practices are used to conduct the overall management of the organization. Each of the four components stressed by the group is identified and defined, and goals and job descriptions are developed to address each component.

Recruitment

Public service announcements (PSAs) on radio and television are the primary promotion tool used to recruit students. Literacy Action also receives many requests for services based on student referrals. Former students pass the word about their success in the literacy program; their success stories encourage others to enroll.

Orientation

Students attend four orientation sessions that provide information on program expectations and the staff, as well as background on the instructional approach. Time is provided for students to take the Adult Basic Literacy Exam (ABLE), to talk about their experiences as learners, to discuss why they enrolled in the program and to set goals for themselves. All students are expected to maintain an 80% attendance record. Students who score beyond the ninth-grade reading level are referred to other programs.

Volunteers also complete a formal orientation. Professional staff conduct a three-hour orientation session describing the six instructional modules used in the program according to the sequence in which they are presented. (See next section.) After the orientation session the volunteers observe and assist experienced tutors. They are then assigned to a student or small group of students. Paid supervisors provide ongoing assistance.

Instructional Materials and Methods

The Literacy Action staff has worked closely with members of the University of Georgia at Athens, and credits Professor James Dinan in particular for his help in developing the Literacy Action program.

The curriculum is organized into six instructional modules. Each module is designed to build upon concepts developed in a previous module. Goals and objectives are written for each module with an accompanying test designed to measure student mastery of the material. Attention is given to developing competence in four communication areas: listening, speaking, writing and reading.

The six modules are organized into the following sequence. The first three modules are described in detail.

* "I can use words" -- Students learn to use and recognize 110 of the most frequently used words by classifying words according to time, space, matter and quality.

* "Words" -- Students learn the alphabetic code for writing and reading words. They wrestle with words until they can break the code.

* "Sentences" -- Students learn the structure of sentences. They learn to use their method of classifying words and knowledge about the alphabetic nature of words to help them read and comprehend sentences.

The final three modules build on previous learning and expand students' reading and writing experiences to include:

* Paragraphs
* Theme
* Independent Study

According to the director of Literacy Action, the ultimate goal is to have a student's literacy "mix with the literacy of other authors." Thus the expectation for the final module is that students will be able to write a three-page theme in class which synthesizes their thinking and the thinking of another author on a particular subject. The Language Experience Approach is the dominant instructional method.

Diagnostic Testing

At the end of each instructional module students take a test to assess their progress and to determine if they need any additional instruction or review. These end-of-the-module tests are criterion-referenced, and require that students meet a specified level of proficiency on each instructional goal tested. For example, students might be given five questions which tested whether they could determine the meaning of an unknown word from a sentence of words surrounding the unknown word. If students answered four out of five questions correctly they would score 80%. The teacher would determine whether 80% was a satisfactory grade or criterion. If the criterion was set at 90%, students scoring less than that would need to continue to work on that particular skill.

Assessment

Students' progress is evaluated on a quarterly basis. Reading gains are measured on ABLE and according to indices developed for attendance and individual goal attainment. Results from tests given at the end of each instructional module provide information not only to assess student progress but also the success of the program.

Counseling

No formal counseling program has been developed. Like many of the literacy programs described in this chapter, volunteers provide assistance to students in any way they can. When a referral to an outside agency seems appropriate, supervisors assist volunteers in taking such action.

For more information, contact:

Verne Pulling
Literacy Action
43 Spring Street, SW Suite # PL7
Atlanta, GA 30303

404/586-4960

Literacy Action can provide technical assistance to other programs.

LITERACY VOLUNTEERS OF NEW YORK CITY, INC. (LVNYC)

New York, NY

In 1973 the Literacy Volunteers of New York City (LVNYC) was founded as a private non-profit organization. LVNYC is affiliated with Literacy Volunteers of America (LVA), a national organization working toward the elimination of illiteracy.

The mission of LVNYC is to provide literacy instruction to adults and teens with limited reading skills. The intent is to help people to participate fully in society and to help them experience the self-esteem that accompanies personal improvement and achievement.

LVNYC works closely with many corporations and publishing companies located in New York City. Eight corporations provide space for tutoring sessions in Manhattan, and a church provides space for a tutoring site in Brooklyn.

Program Management

LVNYC is a non-profit organization governed by a board of directors. The membership of the board includes representatives from New York corporations, publishing companies, television and newspaper companies, New York City officials and welfare agencies, as well as student and volunteer representatives. The board sets policy and is actively involved in developing the goals of the organization. LVNYC benefits from the collective knowledge of the board regarding current thinking on program management from corporate America.

The executive staff includes three positions. The executive director is primarily responsible for fundraising and public information activities. The education director directs the work of LVNYC's volunteers and develops curriculum. The assistant director guides the daily management of the LVNYC office.

Recruitment

Most students hear about LVNYC through public service announcements (PSAs) on radio and television and by word-of-mouth. In order to contact the "hard-to-reach" students LVNYC actively recruits in targeted neighborhoods. Door-to-door canvassing has been an effective technique to recruit young, single mothers.

Orientation

Students attend a group orientation session conducted by the professional staff, volunteers and currently enrolled students. Information is exchanged about the program, the staff and LVNYC's expectations for students. Following this initial discussion, students complete the Test of Adult Basic Education (TABE), The Adult Basic Literacy Exam (ABLE) and/or the Degrees of Reading Power test. Students who score below the fifth-grade reading level are eligible for the program. Students are assigned to one-to-one tutoring or small group instruction depending on their personal and academic needs.

Volunteers attend a 27-hour training course conducted by professional staff members, students and active volunteers. During the course they become familiar with LVNYC's instructional methods and the typical concerns of students. Instructors heighten volunteer sensitivity: Volunteers are asked to examine their own reading and writing skills, and they experience the same activities they themselves will conduct with their future students.

Following this intensive instruction, volunteer tutors intern at a site while the professional staff observe to provide support and technical assistance. Once it is agreed that the volunteer is prepared, he or she is matched with a student. Additional training is provided by the professional staff on a regular basis.

Instructional Methods and Materials

LVNYC offers four areas of instruction: writing, math, driver's license study and the "Intensive Programs."

Writing Program: LVNYC students write as they learn to read. The writing program is built on the work of Donald Murray, a researcher in the "process approach" to writing. As implied in the name, the approach is process-oriented rather than product-oriented. Group interaction and collaboration is emphasized.

As students write on topics of interest they learn writing techniques from tutors and each other. Discussion about their writing with other students and tutors helps them to think critically and to improve their oral expression.

This process approach to writing fosters a sense of "author." Students begin to read published authors from the perspective of an author. By using this instructional approach students' attention is on the meaning of the written work, rather than learning particular reading skills.

Students publish their fiction, non-fiction, poetry and scripts in The Big Apple Journal and the Intensive Magazine, which are available to all LVNYC students and other literary groups.

Math program: In 1985 a math program began at the project's New York Life Foundation site. This program focuses on the teaching of basic math skills with attention given to the application of these skills to areas such as banking, housenold budgeting and shopping. Students receive individualized tutoring according to their needs.

Driver's license study group: This program consists of ten one-hour sessions. Students learn the content of the state driver's manual through the use of visual aids. After students complete the course, volunteers are available to help students fill out the necessary forms to apply for a license.

"The Intensive Program": In 1985, LVNYC launched a pilot "intensive program" at its J.C. Penney tutoring site. This program provides an intensive version of the writing program described above. Four groups of five to eight students who have different interests and reading levels meet three nights a week for two hours. They focus on reading, writing and critical thinking. The intensive program is now offered at all LVNYC sites.

Diagnostic Testing

LVNYC professional staff uses testing to monitor student programs. Staff and students diagnose weaknesses. Students are taught to look at themselves as learners. In fact, both students and tutors are encouraged to get to know each other as learners. Through discussions about how a student faces a specific reading or writing challenge, he or she begins to gain experience in diagnosing his or her own strengths and weaknesses. Program emphasis is placed on self-assessment;

identification of successful reading and writing strategies become a priority during instruction.

Assessment

After every 50 hours of instruction students take one of the three tests which were administered during orientation again. Students and tutors review the results and the student's personal goals and set goals for the next 50 hours of instruction. When appropriate, changes are made in instruction or grouping to promote student progress. LVNYC also conducts a program evaluation with the assistance of a consultant.

Counseling

No formal counseling program exists. Staff and volunteers help students who want assistance with specific family or job concerns. When a student requests formal counseling, LVNYC refers the student to appropriate agencies.

Follow-up

Although no formal follow-up studies exist, informal discussions with some students have indicated that students leave the adult literacy program for several reasons:

* Students reach the 5.0 reading level and are referred to other programs
* Students meet their own goals and do not wish to pursue the program any further
* The program is too difficult for them

The professional staff hopes to conduct follow-up studies and to use the information to improve the nature of the program.

For more information, contact:

Eli Zal, Executive Director
Literacy Volunteers of New York City
666 Broadway
New York, NY 10012

212/475-5757

LVNYC's professional staff is available to provide technical assistance to other volunteer-based literacy programs.

LOS ANGELES ADULT BASIC EDUCATION (ABE) PROGRAM

Los Angeles Unified School District

Since the Los Angeles Adult Basic Education (ABE) program started in 1965, more than 135,000 adults have been served. In a government-sponsored national study, it was found to be one of the most cost-effective educational programs in the nation. As a result of the ABE program, students have acquired basic and life-coping skills. They have earned the eighth-grade level diploma and enrolled in the Diploma Plus program for the high school diploma. Many have secured employment or job promotions, entered vocational training programs, become citizens and enrolled in General Education Development (GED) classes.

The ABE's target population is men and women in the Los Angeles area who function below the eighth-grade reading level. The program focuses on developing and strengthening communication, quantitative, personal-social and economic skills which are necessary to daily living. Emphasis is placed on teaching basic reading, writing, speaking, listening and computation skills and on providing linguistic skills for non-English-speaking adults. The primary focus of instruction is to enable the learner to apply these basic skills in his or her daily life.

Program Management

The L.A. program is federally funded under the Adult Education Act Public Law 91-230, and is administered through the Los Angeles Unified School District. Policies and procedures of the Los Angeles Unified School District govern the program. Goals are established to address the needs of non-English-speaking and remedial students, and to recruit adults who could benefit from, but are not enrolled in, literacy classes.

The program is staffed by certified teachers, teacher aides and clerical support hired by the school district. Classes are housed in community adult schools, churches, and various community and social service agencies. They are scheduled primarily during the day with some evening classes. Close contact is maintained with community groups and social service agencies.

Recruitment

Students are recruited by several means. Public service announcements (PSAs) on radio and television give high visibility to the program. Referrals are forwarded from such sources as employment agencies, medical facilities, the Department of Public Service, probation and parole agencies, libraries, and other literacy programs. Recruitment of the hard-to-reach population is carried out by direct mail to targeted neighborhoods and door-to-door canvassing, and by talking to people in the streets.

Orientation

When students enter one of the ABE learning centers for the first time, they are greeted by a staff person. Students view a slide or video presentation about the center, the staff and the facilities. After the presentation, the staff person conducts an interview to determine why each potential student came to the center and what he or she wants to gain from the program. Then one of several tests is given to each student in order to make an appropriate placement in either group or individual tutoring.

Screening tests include commercially made tests, such as the Achievement Test and the California Adult Student Assessment System, and teacher-developed tests for English-as-a-Second-Language (ESL) students and students with minimal reading skills.

Orientation for teachers is provided through contracted in-service days. Ongoing staff development is provided by the school district on pertinent adult literacy issues.

Instructional Methods and Materials

Students who enroll in the ESL and ABE classes are expected to attend class five days a week for four hours a day. Reading, math and writing are taught every day. A student's day is typically divided into 75 minutes for reading instruction, 75 minutes for language study, and the remaining 90 minutes for math instruction. Enrollment in evening adult literacy classes requires a similar time commitment. Students attend class four evenings a week for 2-1/2 hours per evening.

Instruction is conducted in small groups and as an entire class. Small-group instruction is tailored to meet the individual students' academic needs. Although instructional methods do vary, two approaches are emphasized: the Educational Development Learning System 100, a commercially developed reading program, and the Language Experience Approach to reading. (The Language Experience Approach focuses instruction on students' language. Students dictate a story to their tutor about their opinions and concerns. The dictation then becomes the text to be read and examined in class.)

Instruction on the topic of "life skills" is presented to an entire class. Representatives from public, private and social service agencies come into the classroom to provide students with first-hand information about available services. Students visit the various agencies and report back to the class about their experiences.

Diagnostic Testing

Teachers' professional judgments and expertise guide the diagnosis of individual students' academic needs. Commercial and teacher-developed tests are used in conjunction with observations of students' classroom work. The information gained from these tests guides individual and small-group instruction.

Assessment

Student progress is assessed two to three times a year. The Test of Adult Basic Education (TABE) is used to determine student gains by noting changes in reading level. Evaluation of teachers is carried out according to policies and orocedures of the Los Angeles Unified School District.

The literacy program is evaluated according to three criteria: how students perceive the program, how well the program is addressing students' academic and personal needs, and the extent of students' academic gains. Technical assistance to conduct program evaluation is available to ABE from the California Department of Public Instruction.

Counseling

The teachers and coordinator at each program site provide assistance to students regarding a range of personal concerns. When students have a specific need, the site coordinator is responsible for meeting that need either through direct counseling or by referring the student to outside agencies.

Follow-up

There is no formal plan for follow-up on students once they leave the program. Although staff believes the information would be useful for program improvement, as in many literacy programs, there is neither the time nor money to conduct such studies.

For more information, contact:

Aryola Taylor, Advisor
Los Angeles Unified School District
Adult Literacy Basic Education Program
1320 West 3rd Street
Los Angeles, CA 90017

213/625-6471

PUSH LITERACY ACTION NOW (PLAN, INC.)

Washington, DC

In 1972 Push Literacy Action Now (PLAN) was founded as a non-profit community-based and community-oriented adult literacy training and advocacy program. PLAN works toward solving individual literacy problems in combination with the political, economic and social conditions which cause and perpetuate illiteracy. To address these concerns PLAN provides literacy instruction for adults 21 years of age with a reading level of 0-eighth grade and proficiency in English.

PLAN publishes "The Ladder," a bimonthly newsletter which provides information regarding literacy issues, funding, instruction and legislation. In addition PLAN sponsors a readability project and Operation Wordwatch; both projects are designed to focus national attention on the need for clear, readable writing.

Program Management

PLAN is governed by a board of directors. The membership of the board includes community members, students and literacy specialists. The management plan is described by the executive director as "participatory." Staff, volunteers and the board of directors meet to review the goals and objectives of the organization in order to assure that the mission of the program is met.

PLAN employs two staff members, the executive director and the education director. The executive director works as a teacher, counselor, fiscal and program manager and serves as PLAN's contact with other agencies. The education director guides the work of PLAN's volunteer teachers, evaluates students, develops materials and trains volunteers and teachers.

Funding comes from a variety of sources: foundations, community groups, corporations and individuals. In addition, students are charged a nominal fee for service, based on a sliding pay scale.

Recruitment

Students hear about PLAN by word-of-mouth or are referred from other agencies. The number of requests for literacy instruction goes beyond PLAN's ability to provide services; 150 students are currently enrolled in literacy classes.

Orientation

Students participate in an initial interview designed to determine students' interests and current reading levels. Tests developed by the staff, as well as commercially prepared tests, are used to assess students' reading abilities.

After the initial interview, students spend approximately 4-6 hours in formal orientation activities. They learn about the PLAN organization and how it operates, and they become aware of PLAN's philosophy and expectations--that learning to read is the students' responsibility. Students are encouraged to sit on committees and to take an active role in projects sponsored by PLAN.

Volunteers are assigned to a number of tasks in addition to tutoring. Assignments are made based on three criteria:

* The applicant's skills and experience
* What the applicant would like to do
* PLAN's needs

Once the PLAN staff decides that a volunteer should work as a tutor, then several weeks are spent orienting the tutor to PLAN. Observation of classes, review of instructional materials at the resource center, instruction on lesson design and discussion of PLAN's concept of reading as a thinking process are just a few examples of the orientation activities. All volunteers receive an orientation packet. Additional training is provided for volunteers on topics they feel will improve instruction for their students.

Non-teaching volunteers assist with PLAN's advocacy activities. All volunteers are considered staff and are expected to carry out their assignments.

Instructional Methods and Materials

PLAN defines a successful program as one which meets eight criteria:

* A formal pre-testing and evaluation of new students to determine reading level and appropriateness of program to their needs

* A referral process for students who would be better served by a different literacy program

* A flexible class schedule to accommodate students' needs, but which includes a minimum of two hour-long sessions each week

* A qualified staff to train volunteer teachers

* A reliable teaching method which presents a sequence of skills

* A sufficient supply of materials

* An evaluation procedure which includes measurement of student progress at regular intervals

* A formal exit procedure which includes testing, interview and referral

At PLAN, reading is defined as a "thinking process." Instruction varies from class to class and is best described as eclectic. PLAN is committed to this eclectic approach because it allows for an emphasis on meeting learners' own goals. Teachers plan lessons based on the students' knowledge about the world, as well as their need for specific reading skills such as phonics, word structure (root word and affixes) and comprehension.

An eclectic approach to instruction requires volunteers to be very familiar with teaching materials and techniques. PLAN volunteers receive guidance from full-time staff to help them select methods for instruction and appropriate texts from the variety of materials available at the PLAN resource center. Successful methods are shared with the staff, and volunteers through "The Ladder" and the resource center.

PLAN encourages students to take responsibility for their own learning, and expects students to succeed. Students who are expected to succeed, PLAN finds, most often do.

Diagnostic Testing

Students are given commercially developed and staff-developed screening tests during the initial interview process. These test scores are used to plan instruction throughout the PLAN course. Teachers may choose a variety of methods to determine students' progress. If students are not showing progress the class is observed by the staff and appropriate action is taken. Class activities may change or the students may be regrouped.

Assessment

Once a year, student reading progress is measured by a standardized test. Individual students' goals are assessed. Attention is also given to evaluating students' quality-of-life outcomes, their participation in group instruction and in the PLAN organization. At the same time, PLAN assesses its own program goals and objectives are reviewed. Changes in the program or new curriculum development may result from the review. Students advance approximately one grade level per year. Student retention rate for year one is 80%. The rate of retention over a two-year period is 40%.

Counseling

PLAN staff provides counseling to students to help them meet their goals. If the staff cannot meet students' counseling needs, then other arrangements are made so that students' needs can be met. Referral to an outside agency is just one example.

Follow-up

PLAN does not conduct follow-up studies on students once they leave the program. Students are expected to take responsibility for learning when they enter the program. Follow-up studies are considered unethical: what a student chooses to do following work at PLAN is the student's concern.

For more information, contact:

Michael Fox, Executive Director
PLAN, INC.
1332 G Street, S.E.
Washington, DC 20003

202/547-8903

Also see Chapter 6, authored by Fox.

Summary

These seven success stories provide only a sampling of the many "literacy programs-in-action" in the United States. Although the goals of each of the programs differ, the means to achieving those goals do not. Successful literacy planners have considered and implemented aspects of each of the eight program features identified at the beginning of this chapter. Equally important, they have recognized the need to interrelate these eight components into an overall management design. By laying a solid program foundation, many educators and volunteers have built successful literacy programs which today provide effective literacy instruction to the nation's undereducated adults.

4

ANALYZING THE LOCAL LITERACY PROBLEM

by

The Needs Assessment Committee

Pittsburgh PLUS Task Force

with

University Center for Social and

Urban Research/University of Pittsburgh

NEEDS ASSESSMENT

In order to be effective, a local literacy program should have a clear picture of the extent of the illiteracy problem within its own community. Certain census data can identify areas at a high risk for illiteracy, and this information can be used to direct a program in terms of its scope and depth. What that data is and how to process it is the subject of this chapter.

Census information can give literacy programs the means to determine how many people need to be served. National analysis done by the U.S. Department of Education indicates that the following information--available from your local census bureau--can be analyzed per census tract to determine the probable level of illiteracy in your community:

* Number of people who completed education levels 0-8, 9-11, and 12+
* Number who are foreign-born
* Number who are 60 years and older
* Number of adults 18+ who speak English well
* Number who are Black adults
* Number who live below the poverty level

In should be noted that according to the Department of Education, educational achievement is the most significant indicator of literacy/illiteracy. Foreign birth and an age level over 60 are also significant indicators of illiteracy.

Statistical conversion of the census data in each category is necessary. Once each indicator is statistically converted, a scale of numerical equivalency can be developed so that the indicators can be cross-matched and a final rating determined.

To assist you in these conversions you will need to seek the help of a local statistical analyst, business executive, or college/university. In Pittsburgh, the University for Social and Urban Research, University of Pittsburgh assisted. You will need to provide your statistical expert with the census tract data and share the United States Department of Education report "Adult Illiteracy Estimates for States" found at the end of this chapter.

It is possible to further refine the data by converting the census tract numbers to their corresponding zip codes and ranking the risk of illiteracy, high to low, in each community. This will allow you to match the zip codes of literacy services with the

zip codes of high risk areas to see if the high risk areas are covered. Below is an example of how the census information can be listed:

	RANK	CENSUS TRACT	LOCAL COMMUNITY	ZIP CODE
1.	1	4511	Swissvale	15223
2.	3	5261	Monroeville	15134
3.	16	4192	Squirrel Hill	15276

Assessment of Local Services

Once the illiteracy problem has been identified, the next step is to determine how well services match needs. A questionnaire should be circulated to collect data on literacy agencies (sample survey done by the Pittsburgh PLUS Task Force is printed at the end of this chapter). Phone follow-ups will probably be necessary to those agencies not responding to the mail questionnaire.

If you tabulate the services survey by zip code, you can parallel the results with the literacy problem assessment, and it will be easy to see where services are vis a vis the high risk communities. Below is a sample format.

ZIP CODE	LOCAL COMMUNITY	NUMBER OF AGENCIES
15234	South Liberty	2
15213	East Side	0
15114	Lawrence Area	3

Methodically analyzing the local literacy problem in this manner allows literacy programs to move from the problem--illiterate individuals unserved or only partially served--toward the solution--full coordination of literacy services to everyone who needs them.

For more information on Pittsburgh's local needs assessment, contact:
Anne Walsh Fogoros, Program Director, Helpline, 200 Ross Street, Pittsburgh, PA 15219, 412/255-1155.

The following was developed by the Pittsburgh PLUS Task Force for use in Allegheny County

LITERACY SERVICES SURVEY

Name of Agency _____

Agency Address _____

_____ **Zip** _____

Agency Phone # _____

Person Completing Survey _____

Title _____

1. **Does your agency provide adult literacy services?**

   ____ yes ____ no

   If no, please go to question #21.

2. **Approximately how many adult literacy clients do you service?**

   ____ per month ____ per year ____ information not available

   ____ male ____ female

3. **Please rank in numerical order, from 1-5, the age groups most frequently serviced by your agency. (1 = most frequent).**

   ____ 16-19 years ____ 36-59 years

   ____ 20-25 years ____ 60 years and older

   ____ 26-35 years ____ information not available

4. **How many clients in the following racial groups have you serviced during the past 12 months?**

   ____ White ____ Native American

   ____ Black ____ Other, please specify _____

   ____ Hispanic ____ information not available

   ____ Asian/Pacific Islander

5. **When are your adult literacy services available?**

   ____ 9:00 a.m.-5:00 p.m. ____ evenings ____ Monday-Friday

   ____ Saturdays ____ Sundays ____ Determined by client/teacher

   ____ Other, please specify _____

6. **Are there any charges for participation in your program or for the materials you use?**

   ____ yes ____ no

   If yes, what is your fee structure for services or material costs? _____

   _____

7. **Is there an eligibility criteria (unemployment status, AFDC, JPTA, residency, etc.) for your adult literacy services?**

   ____ yes ____ no

   If yes, please explain _____

8. **Is there a waiting list for clients to receive your adult literacy services?**

   ____ yes ____ no

   If yes, how long must a client wait for service? ____ days ____ weeks ____ months

9. **Please check those adult literacy skills taught and the competency levels a client can attain?**

SKILLS	COMPETENCY			
	0-4 grade	5-6 grade	7-9 grade	10-12 grade
Reading	( )	( )	( )	( )
Writing	( )	( )	( )	( )
Speaking, Listening, Viewing	( )	( )	( )	( )
Computation	( )	( )	( )	( )
Problem Solving	( )	( )	( )	( )
Interpersonal Skills	( )	( )	( )	( )

10. **Please check those teaching methods used at your agency to teach adult literacy.**

    ____ one-to-one tutoring ____ large group/class instruction ____ average #

    ____ small group ____ computer assisted instruction (CAI)

11. **Check methods your agency uses to evaluate the progress of clients in your adult literacy program?**

    ____ completion of workbooks/materials ____ clinical tests/evaluations

    ____ mastery of life coping/life maintenance skills ____ objective/written test

    ____ achievement of client determined objective ____ tutor reports

    ____ other, please specify _____

12. **Is there a follow-up procedure for clients who complete or drop out of your adult literacy program?**

    ____ yes ____ no

    If yes, please explain your method _____

13. **How many full-time and part-time paid staff persons service your adult literacy clients?**

____ full-time ____ part-time

How many are certified educators?_____

14. **How many full-time and part-time volunteers assist your adult literacy clients?**

____ full-time ____ part-time

How many are certified educators?_____

15. **Of the certified educators, how many are directly involved in the following areas?**

____ curriculum design ____ teaching/tutoring ____ policy making

16. **Do you provide orientation and training for the paid staff and volunteers who directly assist your adult literacy clients?**

____ yes ____ no

If yes, how many: _____ hours _____ days _____ weeks

17. **Please check those issues covered and materials used in your orientation and training program for paid staff and volunteers who directly service adult literacy clients.**

PAID STAFF	VOLUNTEERS	ISSUES/MATERIALS
( )	( )	philosophy and mission of your agency
( )	( )	agency volunteer manual
( )	( )	signed volunteer contract/agreement
( )	( )	methods of teaching/tutoring
( )	( )	guest lectures from professional educators
( )	( )	use of materials for teaching/tutoring
( )	( )	other educational resources available in the community
( )	( )	identification of special mental or physical needs
( )	( )	referral services
( )	( )	multi-cultural customs/traditions/values/attitudes
( )	( )	motivation and reward techniques
( )	( )	evaluation and testing materials
( )	( )	other, please specify_____

18. **Does your agency provide ongoing and in-service training for paid staff and volunteers?**

____ yes ____ no

If yes, is it: ____ mandatory ____ optional

The Project Literacy U.S. (PLUS) Task Force for Allegheny County would like to assist adult literacy service providers. Answers to the following questions will help us identify ways in which we might service your agency in the future.

19. **Which of the following might potential clients perceive as barriers to participation in your adult literacy program?**

____ time/day services offered
____ fees or material costs
____ other eligiblity requirements
____ location of services
____ lack of awareness of service
____ stigma of illiteracy
____ child care
____ transportation
____ other, please specify _____

20. **Which of the following resources are needed to make your adult literacy program more successful?**

____ curriculum design
____ paid professional staff
____ volunteer training
____ financial support
____ identification of potential clients
____ technical/administrative support
____ evaluation/testing devices
____ bilingual tutors
____ educational materials
____ volunteers
____ ongoing/in-service training
____ outreach & promotion/awareness
____ child care
____ sites for tutoring/workshops
____ incentive and reward programs
____ other, please specify _____

21. **Please check other services your agency provides and/or makes referrals for.**

PROVIDES	REFERRAL	SERVICE AREA
( )	( )	adult literacy
( )	( )	other educational/vocational training
( )	( )	child care/youth services
( )	( )	consumer affairs
( )	( )	economic/community development
( )	( )	elderly/senior services
( )	( )	emergency assistance/crisis intervention
( )	( )	employment placement/training
( )	( )	food assistance/services
( )	( )	family/marital assistance
( )	( )	housing/shelter
( )	( )	legal assistance/services
( )	( )	medical assistance/services
( )	( )	mental health assistance/services
( )	( )	substance abuse
( )	( )	recreational services
( )	( )	religious services/training
( )	( )	utilities assistance
( )	( )	other, please explain _____

The PLUS Task Force wants to compile a comprehensive list of adult literacy services available throughout Allegheny County. We want to include independent service providers and those affiliated with civic, community, or religious organizations whose primary service may not be literacy related.

22. **Please list the name, address, and phone number of other individuals or organizations that provide adult literacy services.**

NAME	ADDRESS	PHONE #

Please use this space for additional information or comments that may be useful in this project.

Thank you for your cooperation.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING,
BUDGET AND EVALUATION

400 MARYLAND AVENUE, SW, WASHINGTON, D.C. 20202

Adult Illiteracy Estimates for States

Introduction. The adult illiteracy rates for the 50 states and the District of Columbia were estimated through an application of findings from the 1982 English Language Proficiency Survey (ELPS) to 1980 Census data on the composition of each state's adult population. In what follows, the methods and findings involved in producing these estimates are described and assessed.

About the test. Using the Measure of Adult English Proficiency (MAEP), ELPS tested a national sample of 3,400 adults. The written portion of MAEP consists of 26 questions which test the individual's ability to identify key words and phrases and match these with 1 of 4 fixed-choice alternatives.

Scoring and choice of literacy cutoff. Based on an analysis of the number of questions answered correctly out of 26, a literacy cutoff of 20 was selected as providing the best discrimination between high and low risk groups. Specifically, among native English speakers, less than 1 percent of those completing some college scored below 20, in contrast to a failure rate of more than 50 percent for those with fewer than 6 years of school.

Test refusers. Of the 4,200 adults in the sample, 81 percent completed the test. For those who declined to take the test, scores were estimated based on their membership or non-membership in risk groups.

Identification of high risk groups. A requirement of our method was that risk factors be directly represented in the 1980 Census data for states. Subject to this restriction, 6 factors were found to be strongly correlated with performance on the written test: age, nativity, recency of immigration, race, poverty status, amount of schooling, and reported English-speaking ability (of persons who use a non-English language at home).

Statistical methods. The 6 factors described above were represented in a multiple regression equation by 12 specific parameters. For example, coefficients were separately estimated for 4 categories of educational attainment: 4 years or less, 5 to 8, 9 to 11, and exactly 12 (with 1 or more years of college being the omitted category). Literacy, the dependent variable, was treated as a dichotomy: scores of 19 or less (illiterate) versus 20 or more. Coefficients were then applied to 1980 Census data on the relative size of the 12 risk groups to obtain a summary estimate of the proportion of each state's adult population that could be expected to be illiterate.

Factors which could cause the true illiteracy rate to be different.

* The cutoff score of 20 could, by some standards, be too low. A higher minimum score would generate larger estimates. These estimates are conservative.

* The state's adult population could be more (or less) disadvantaged than the U.S. average in respects that contribute to illiteracy but are not represented by the 12 categories of our equation.

* If adults literate in a non-English language were excluded, our estimates would be lower. We measured only literacy in English.

* Net migration differentials (in and out of state) may have changed the relative size of high risk groups since 1980.

* Adult education programs may have achieved appreciable increases in literacy among some high risk groups since 1980.

Assessment. These estimates are superior to any other estimates we know of in the following respects:

* Direct testing. Many estimates of illiteracy have relied on impressionistic evidence or inferences from a single variable such as years of school completed.

* Coverage and uniform methods. Superior estimates may be found for segments of the U.S. adult population, but we know of none that cover adults of all ages and are based on the application of uniform methods to all states.

* Reliability. For purposes of estimating the relative size of the populations at risk, and of ranking states on this characteristic, our estimates are extremely reliable because the state ranks are largely determined by differences in the composition of the adult population as reflected in the 1980 Census. Our analysis of the 1982 ELPS data contributed two things to these state estimates: the identification of risk factors and estimates of the relative magnitude of these risk factors. The latter estimates are not highly reliable, but they account for only 8 percent of the variance in the state rankings. Ranks based exclusively on the unweighted 1980 Census data correlate .96 with ranks based on our ELPS model.

* Relevance for literacy programs. Traditionally, illiteracy was seen as largely a problem among older people living in rural areas. Thus, with urbanization and rising levels of educational attainment, many believed the problem would take care of itself. The 1982 ELPS data show, however, that illiteracy is now predominately a problem in our center cities, and that among native English speaking adults in their 20s and 30s, it is 10 times more prevalent than one would estimate using the traditional criterion of completion of fewer than 6 years of school.

For more information contact Rob Barnes (202/245-8281) or Greg Henschel (202/245-8638).

Illiteracy Rate Estimates

	Rate	Rank
United States	13	
ALABAMA	13	31
ALASKA	7	2
ARIZONA	12	25
ARKANSAS	15	40
CALIFORNIA	14	33
COLORADO	8	4
CONNECTICUT	12	25
DELAWARE	11	17
DIST. OF COLUMBIA	16	47
FLORIDA	15	40
GEORGIA	14	33
HAWAII	15	40
IDAHO	8	4
ILLINOIS	14	33
INDIANA	11	17
IOWA	10	14
KANSAS	9	9
KENTUCKY	15	40
LOUISIANA	16	47
MAINE	11	17
MARYLAND	12	25
MASSACHUSETTS	11	17
MICHIGAN	11	17
MINNESOTA	9	9
MISSISSIPPI	16	47
MISSOURI	12	25
MONTANA	8	4
NEBRASKA	9	9
NEVADA	9	9
NEW HAMPSHIRE	9	9
NEW JERSEY	14	33
NEW MEXICO	14	33
NEW YORK	16	47
NORTH CAROLINA	14	33
NORTH DAKOTA	12	25
OHIO	11	17
OKLAHOMA	11	17
OREGON	8	4
PENNSYLVANIA	12	25
RHODE ISLAND	15	40
SOUTH CAROLINA	15	40
SOUTH DAKOTA	11	17
TENNESSEE	15	40
TEXAS	16	47
UTAH	6	1
VERMONT	10	14
VIRGINIA	13	31
WASHINGTON	8	4
WEST VIRGINIA	14	33
WISCONSIN	10	14
WYOMING	7	2

Notes:

1. Rates apply to the adult population age 20 and over. All rates have been rounded to the nearest whole percent.

2. Calculation of rates. A state's rate is calculated as the sum of the probabilities of illiteracy (the "model-estimated" coefficients shown on the next page) times the percent of the state's adult population in the corresponding risk group minus 3.4 (the intercept of our regression model).

3. Relative contribution of risk groups to the estimated illiteracy rates. Based on the size of each of the 12 risk groups, as weighted by the corresponding model-estimated coefficient, it is possible to show the relative contribution of the six factors: education (risk groups 1-4), immigration status (groups 5 and 6), language (groups 7-9), race (group 10), age (group 11), and poverty status (group 12). The results of this analysis are displayed for each state and the U.S. in a table following.

4. Ranks are interpretable as literacy ranks--i.e., the inverse or illiteracy. In the case of ties (e.g., five states have estimated illiteracy rates of 8 percent), all states in the group of ties are given the highest rank available. Since three states have rates lower than 8 percent, this means the five states tied at 8 are all given rank 4 (rather than the average rank of 6) and the next rank available, for a state having a rate of 9 percent will be 9. (since a total of 8 states have rates below 9 percent).

Table of Coefficients

Parameters (risk groups)	Model-estimated Coefficients	Census Comparison Coefficients
1. Persons age 25+ with 0-4 years of school	.385	1
2. Persons age 25+ with 5-8 years of school	.351	1
3. Persons age 25+ with 9-11 years of school	.174	1
4. Persons age 25+ with 12 years of school	.073	0
5. Immigrants age 20+ who came in last 10 years	.186	1
6. Immigrants age 20+ living here 10+ years	.086	1
7. Persons age 18+ whose primary language is not English who speak English less than "well"	.521	1
8. Persons age 18+ whose primary language is not English who speak English "well"	.203	1
9. Persons age 18+ whose primary language is not English who speak English "very well"	.018	0
10. Black persons age 20+	.088	1
11. Persons age 60+	.050	1
12. Persons age 22+ living below the poverty level	.038	1

Notes

1. These parameters define adulthood at various age cutoff levels. This is because the Census reports use various brackets when breaking down age, and so uniform information was not available. Since the regression equation used percentages of adult population, and not absolute numbers, it is still workable to make comparisons. The error incurred is judged to be insignificant.
2. The model-estimated coefficients are tied to an intercept value of -3.4. Omitted category = native English speakers with one or more years of college, ages 20-59, and not Black or in poverty.

STATE	Immigration Status	*Language	Race= Black	Years of School	Poverty Status	Born Before 1929?
United States	6	11	6	71	2	5
Alabama	1	1	12	78	4	5
Alaska	6	15	3	70	3	2
Arizona	6	18	1	67	3	5
Arkansas	1	1	7	83	3	5
California	13	24	3	54	2	4
Colorado	5	11	2	73	3	5
Connecticut	8	14	3	69	1	5
Delaware	3	5	9	76	2	5
District of Columbia	5	5	29	54	3	4
Florida	8	14	5	64	2	6
Georgia	1	2	12	79	3	4
Hawaii	12	27	1	55	2	3
Idaho	3	7	0	80	3	6
Illinois	5	12	7	69	2	4
Indiana	2	3	4	83	2	5
Iowa	2	3	1	86	3	7
Kansas	2	4	3	81	3	7
Kentucky	1	1	3	88	3	4
Louisiana	2	7	12	74	3	3
Maine	4	8	0	79	3	6
Maryland	5	5	12	72	2	4
Massachusetts	8	13	2	69	2	6
Michigan	4	6	7	76	2	5
Minnesota	3	5	1	83	2	6
Mississippi	1	1	14	77	4	4
Missouri	2	2	5	83	3	6
Montana	3	4	0	83	3	6
Nebraska	2	4	2	82	3	7
Nevada	8	12	3	71	2	5
New Hampshire	5	8	0	79	2	6
New Jersey	8	16	5	64	2	5
New Mexico	3	26	1	63	3	4
New York	10	18	6	60	2	4
North Carolina	1	1	10	81	3	4
North Dakota	2	6	8	84	3	5
Ohio	3	4	6	80	2	5
Oklahoma	2	4	4	82	3	6
Oregon	5	6	1	78	3	7
Pennsylvania	3	6	4	79	2	6
Rhode Island	6	15	1	71	2	5
South Carolina	1	1	13	79	3	4
South Dakota	1	5	0	84	4	5
Tennessee	1	1	7	84	3	4
Texas	5	19	5	63	2	3
Utah	6	9	1	76	3	5
Vermont	4	5	0	82	3	6
Virginia	3	2	9	79	2	4

STATE	Immigration Status	*Language	Race= Black	Years of School	Poverty Status	Born Before 1929?
Washington	7	8	2	74	3	6
West Virginia	1	1	2	89	3	5
Wisconsin	3	5	2	83	2	6
Wyoming	3	6	1	82	3	5

*English-speaking ability of persons who use a non-English language at home.

STATE	Rank	Sum %'s
United States		
Alabama	44	94.57
Alaska	1	45.49
Arizona	22	71.77
Arkansas	43	94.59
California	37	85.49
Colorado	4	53.17
Connecticut	27	75.29
Delaware	26	74.87
District of Columbia	51	140.05
Florida	46	98.52
Georgia	45	97.31
Hawaii	32	79.85
Idaho	6	56.15
Illinois	35	84.70
Indiana	17	66.71
Iowa	10	58.57
Kansas	13	60.86
Kentucky	36	85.24
Louisiana	49	103.82
Maine	20	68.45
Maryland	33	82.53
Massachusetts	24	72.42
Michigan	25	74.37
Minnesota	7	56.44
Mississippi	50	112.52
Missouri	29	77.13
Montana	5	55.80
Nebraska	11	59.45
Nevada	14	61.09
New Hampshire	12	68.10
New Jersey	39	88.02
New Mexico	31	78.95
New York	47	100.38
North Carolina	42	94.44
North Dakota	18	66.92
Ohio	21	71.26
Oklahoma	23	71.80
Oregon	9	57.20
Pennsylvania	28	76.88
Rhode Island	38	86.42
South Carolina	48	102.64
South Dakota	19	68.04
Tennessee	40	89.21
Texas	41	90.71
Utah	3	47.16
Vermont	16	62.45
Virginia	34	82.75
Washington	8	57.17
West Virginia	30	78.92
Wisconsin	15	61.21
Wyoming	2	45.67

STATE RANKINGS ON LITERACY BASED ON CENSUS COMPARISON COEFFICIENTS

Note: For ten risk groups (see Table of Coefficients), these coefficients are set-equal to 1. Thus, the criterion statistic for ranking purposes is defineable as the sum of the percentages for all ten risk groups.

5

MARKETING YOUR LITERACY PROGRAM

by

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MARKETING YOUR LITERACY PROGRAM

Once the community's literacy needs have been assessed by collecting and analyzing the demographic data recommended in the previous chapter and in chapter 2, a marketing program can be developed to reach target audiences and insure the success of a literacy effort.

Marketing requires targeting an appropriate message to a receptive audience: In the case of a literacy program, reaching non-readers and convincing them to enroll, and/or identifying volunteers and funders. The purpose of this chapter is to help a program focus its efforts and maximize its success using the same marketing basics that corporations employ.

Marketing is a concept rooted in common sense and a term many have come to link with the corporate world. Yet, marketing techniques can provide critical support to a literacy program as well. Once you understand basic marketing principles and apply them to your own program, you will most likely see immediate results. This chapter presents these principles, and will cover the following points:

* Definition of marketing
* Why we should use a marketing approach
* What the marketing approach is
* Specific examples for literacy programs

What is Marketing?

Let us start with Webster's definition of marketing:

> "The act or process of selling or purchasing a product or service in the marketplace."

Promotion, advertising, pricing, selling, production, and distribution are all facets of marketing.

A literacy program tries to "sell" literacy, and its services. Likewise, this chapter is trying to "sell" you on a certain idea, that is, "how to market your programs more effectively."

Why Use a Marketing Approach?

Major companies in the world place a heavy emphasis on marketing for a good reason. It works! If it didn't work, companies would be employing some other technique.

One reason for using a marketing approach is that it demands that you establish a clear set of goals, and methods for achieving them. Setting goals forces a plan of action. Using a plan of action you can measure your success, and you can determine at any point along the way if you are on the right track.

A second reason for using the marketing approach is that it helps you cut through the clutter of competition. Consider all that your program must compete against for limited dollars and volunteer time: football games? other leisure time activities? other social service programs? family activities? church activities? community activities?

Good marketing can capture the spotlight for your program. Once you have the community's attention, your goals will be easier to achieve.

The Marketing Approach

The list below details the six basic elements of the marketing approach. By carefully following each step, you will be well on your way to having a fully developed marketing plan.

The marketing approach:

* Define specific goals
* Know your product or service
* Know your audience(s)
* Develop a specific plan of action
* Test for feedback
* Implement your plan

Define Specific Goals

The foundation of a marketing plan is a specific marketing goal. What (exactly) do you want to achieve with your program?

Focus on the goals and objectives that are most important to your organization. What is it your organization really hopes to accomplish? Write these goals out on paper. You must focus on what is most important to your organization in order to develop this critical list.

In talking to many hundreds of people involved with local literacy programs, the Adult Literacy Initiative has identified four common marketing goals. We call them the four R's:

* Raise resources (this covers not just money, but also in-kind donations such as office or teaching space, equipment, personnel, printing, supplies, etc.)
* Recruit tutors/volunteer
* Recruit adult learners

* Retain students and tutors for duration of program

All of the actions and efforts that you take on behalf of your program should contribute to achieving these listed goals and/or others you determine. Keep asking yourself, "How is this helping me to achieve my goals?"

As you define your program's goals, be aware of the barriers to them. It is equally important to know why people would, and would not give time and resources to you. Knowing your "product" and knowing your competition are the next important steps in the marketing approach.

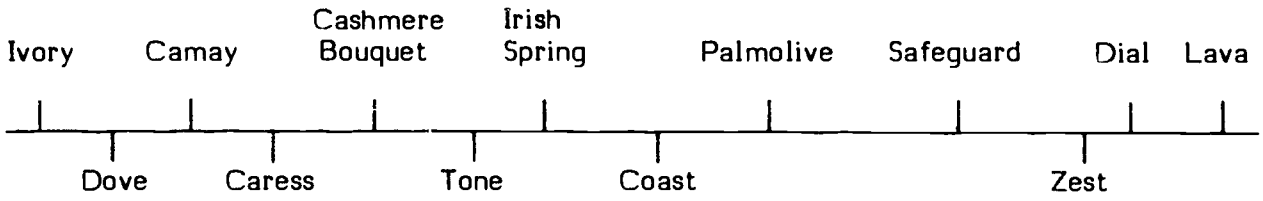
Know Your Product or Service
(And Know Your Competition)

As demonstrated earlier, your program faces tremendous competition for attention. Therefore, it is very important that you understand the characteristics and "personality" of the specific product (program or service) that you are offering to the community. How is it different from other community service activities? What are the "selling points" (reasons) why someone should donate money, resources, or time, or let you teach them. What is it that you can offer, what need can you fulfill for them that other community services are not fulfilling?

Some special features which have been identified by other literacy program directors are:

* Instruction is one-on-one (or peer group, or small group, etc.)
* Instruction is informal, or formal, or semi-formal
* Instruction utilizes the latest technologies
* The program is free, confidential, personalized, flexible, proven, etc.

Once you clarify what it is that sets you apart in the community, it will be possible to differentiate your program from others and give it its own status. Following is an example of product differentiation using a very familiar item:



This line shows many different brands of bar soap--and this is only a partial list of all the bar soaps on the market. All bar soaps are sold for basically the same reason--to clean your skin. However, the way each bar soap is sold can vary widely.

Ivory soap, at one end of the scale, is noted for being pure and gentle, while at the other end of the scale there is Lava, which boasts of containing power for scrubbing out the toughest dirt.

Other soaps on the market have also chosen a position.

Dial is a deodorant soap; Dove is a beauty soap; Irish Spring is a soap that smells good. According to their advertisers, some soaps are stronger than others; some wake you up; some soaps instill confidence; some keep your skin soft. Each soap has a unique selling proposition (USP). Your program has a USP as well.

Now that you know what you are "selling," you need to know whom you are selling to, which leads to the next step in the marketing approach.

Know Your Audience(s)

Whom are you trying to reach, with what message? You will find that you are probably dealing with more than one audience. It will be very important to define each clearly.

Review your objectives carefuliy. If your objective is to raise resources, for example, then the target audience you want to reach is potential donors.

At first thought you might think everyone in the city could be a potential donor. Obviously, you cannot tackle the whole world at once.

There will be some audiences that you simply will not be able to "sell." They are the "least likelies," and you should not spend precious time and energy on them. Go after the easier targets first.

Think about each of your objectives and decide on the likeliest sources for reaching the appropriate target group.

If you are targeting potential donors of resources, identify the top 20 most likely donors in your community. Who do you know in your business community that you can call right now? Who in the "Yellow Pages" might have additional resources--printing supplies, paper, materials, etc.--that you could call? Who has a history for giving? Who might just be generally interested? Write down every single one of those names and phone numbers.

Perhaps you want to target volunteers. Identify the largest and most organized service groups in your community. These could be the Jaycees, Kiwanis, Rotary, Lion's Club, Federated Women's Club, Junior League, or other group. These groups have highly organized structures in place for recruiting volunteers. They may be able to help you.

Is your target adult learners (the hardest to recruit)? Be very specific about the type of adult learners you are trying to reach. Is it the fourth-grade reader and below? Is it the non-English-speaking student. If your program offers instruction for the fifth- to-eighth-grade level, don't spend time trying to recruit the marginal reader; concentrate on the beginning reader.

How well are you approaching this problem of recruitment? Are you in touch with all the social service organizations in your community? Perhaps a service that offers help to battered women could refer their clients to you for basic reading. What about the homeless shelters? Have you contacted the local churches and synagogues? Religious leaders are usually in touch with the needs of their congregations. Expand your efforts by talking with local union leaders, local business personnel managers, juvenile facilities, drug rehabilitation centers--every possible source of students.

Develop a Specific Plan of Action

Once you know your goals, have defined your product, and know whom you want to deliver this product or service to, the next step is to develop a plan of action.

A plan of action is simply a list of strategies and tactics. Strategies tell you what you are going to do. Tactics indicate how you are going to accomplish it. All strategies and tactics should help you achieve the goals outlined for your program. If a strategy does not impact one of your goals, then it is not an appropriate strategy.

Below are three strategies which can be used to reach the four common objectives: raising resources, recruiting tutors, and adult learners, and retaining tutors and learners.

You may wish to develop additional strategies that will meet your specific needs, but this list will give you some general ideas of how to approach the strategy/ tactics section of your marketing plan.

Strategy:

Raise community awareness of your program among potential donors of funds and in-kind services.

Sample tactics:

a) Create and run a media campaign.

b) Organize a speakers bureau.

c) Develop a direct mail campaign aimed at prominent citizens who have a history of giving to charitable causes.

d) Ask a local business marketing expert, local promotion agency or a university marketing/advertising class to design a media campaign for your program.

Strategy:

Take advantage of existing avenues to recruit students.

Sample Tactics:

a) Ask local social services offices to refer students; poor literacy skills are served by these agencies. (e.g. pregnant teens, school dropouts, the unemployed).

b) Ask local employment agencies to refer students. There is often a relationship between literacy/basic skills and job training.

c) Work with local physicians, nurses, and health care personnel; ask them to refer their non-reading patients.

d) Ask your current adult learners to recruit other non-readers that they know. This has proven to be the single most effective method for reaching and recruiting non-readers.

e) Use available staff for door-to-door canvassing in targeted areas.

Strategy:

Take advantage of existing avenues to raise resources:

Sample Tactics:

a) Identify the top 20 most likely sources of new or additional funding. This would include local businesses, local foundations, government grant programs, private donors, service organizations, etc. Develop a proposal and request funding.

b) Develop a list of resources for in-kind contributions, printing, copy machines, computers, office space, phone lines, etc.

Your list of strategies and tactics can be very lengthy. As you think up new ideas and approaches, develop tactics that will help you accomplish the strategies. Once you have developed all of your best ideas, determine priorities. You have only so much time and so many resources to devote to your program. Which strategies should get your limited time? Which ones can be phased in at a later date? Which are most feasible?

The most important step that you can take next is to write the plan out. Ideas may sound good, but to implement them you must write them out and plot how they will be accomplished. A written plan will keep your goals focused, and it will prevent misunderstandings about what it is you hope to achieve. Taking the time to write your plan will also help your fundraising efforts. Given the choice between funding a program that "sounds" good versus a program that looks good in black-and-white, most corporate donors will choose the latter.

After you have written out your plan, attach a time frame to it. Where would you like to be in three months? six months? one year? five years? By adding the time frame, you are committing your program to take action.

Test for Feedback

You can stay on course with your marketing plan by constantly monitoring and assessing the feedback that you are getting from the marketplace. Your plan is not set in stone, and in fact it should be changed if your target audience does not respond, or if it responds negatively. Other circumstances may cause a change as well: As your program develops you may wish to focus on different goals. You may not achieve some of your goals within the time frame that you set for yourself. A particular strategy may not work and need to be changed. A marketing program should allow for this flexibility.

Even sophisticated marketers sometimes make major strategy mistakes. Most of you will remember how Coca-Cola reacted recently to the public outcry against its new drink formula. Costly research and market studies showed that introducing the new Coke was a sound strategy to counter Pepsi-Cola's gain in market share. Hundreds of thousands of dollars went into changing the product and into the promotions and advertisements announcing the change. But the public reacted negatively and Coca-Cola very quickly announced the return of "Coca-Cola Classic." As good marketers do, company executives responded to the marketplace.

To respond to the marketplace effectively, your program and its leaders must "keep up with the times." Your literacy effort does not exist in a vacuum. National, state and community events can, and do, affect your program. When pertinent information becomes available from outside sources, it is important to locate and digest that information. The latest research is important, for example, not just to scholars and state and federal agencies, but to you as well.

Your community teems with ideas and concepts already being used in other community programs; these might be applied and used in your program. If you try to be involved with your community and its many projects you will soon see the great potential for trading resources.

Implementation

The last critical step in your marketing plan is implementation. Getting it done. Making it happen. You will have already handled the difficult preparation--thinking, planning, strategizing and writing. Now follow the steps you have outlined: Action without thought produces extra work; but thought without action produces nothing.

6

ADVOCACY

by

Mike Fox

Director

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ADVOCACY

"We must address the underlying causes of illiterates' present situation and seek solutions that will make a difference to future generations... Priority should be placed on those educational programs that are immediately helpful to illiterate adults and (have an impact) on the larger social issues."

--Harman and Hunter
(1979)

Successful marketing as described in the previous chapter is based in large measure on an accurate analysis of what volunteers and tutors, as w ll as students, expect from a literacy program. Because illiteracy builds barriers in so many aspects of daily life, a literacy program may be more effective if it not only teaches reading, but also helps students cope with the problems they face every day--problems that are compounded by the lack of basic skills, and problems that arise as a result of reading deficiencies. By the same token, an approach which combines basic skills and coping skills can offer volunteers an opportunity to make a contribution above and beyond simply tutoring. For many this would make their volunteer time more meaningful.

Traditionally, grassroots organizations and their volunteers have provided the power and resources needed to tackle social problems. They have usually started by providing direct service to individuals, but as time passes and they begin comparing notes and experiences, they often discover common problems and larger issues. Volunteers who began by donating time and help now lobby for greater change, allies are sought, and a larger support base develops. Organizers come in, more volunteer activists take up the message, funding begins to flow, and politicians and community leaders begin to listen.

Currently, and traditionally, literacy volunteers have tutored and taught, and that will probably continue to be at the center of our efforts. However, a literacy campaign designed to teach people to read makes sense only if students see reading as the basic need. The experience of a growing number of researchers, activists and program personnel suggest that for many adults it may not be.

Suppose that instead, we were to picture adult illiteracy as something far more complex than simply not being able to read.

Suppose we recruited volunteers who were not only willing to help "stamp out" illiteracy, but who were also able to make a larger contribution. Suppose we asked those volunteers to serve at the social level rather than the classroom level: in the courtroom, at the school board meeting, the city council meetings, or as organizers. Then we would have not just volunteers but advocates.

Literacy programs, coalitions, task forces, and other groups that have formed to "turn illiteracy around," and are planning to use volunteers in the process, cannot be afraid of using the word advocacy. Webster's definition is not so scary--"the action of pleading for or supporting another, or the action of arguing for, defending, maintaining, or recommending a cause or proposal." Practically speaking, advocacy is the willingness to change systems, move bureaucracies, or take whatever action is necessary to improve the scope, quality, and delivery of services.

There is no simple recipe or set of blueprints for advocacy work in literacy, nor is it easy to strike a balance between what needs to be done for individuals and what needs to be done in the community. However, there are some alternatives and options that ought to be considered in making this nation's literacy efforts more focused, responsive, and effective.

First and foremost, we must consider what's really important to the people we are serving and to the community in which we work. Every staff member or volunteer who has worked in literacy for at least six months knows many ways to make a "readable difference." Here are just a few examples:

* Create self-help groups that can in turn become a helping service.

* Use volunteers to walk people through the employment, school or community services maze. Don't require that people learn how to read well enough to walk alone--chances are that will not happen.

* Use voter assistance volunteers to help the concerned, but illiterate, voter. Federal law allows voters to take the "reader" in their lives into the voting booth with them.

* Let parents whose children are having problems in school know that they are welcome to bring those problems to the literacy programs.

* Have volunteer readers on call for those who find themselves in a sudden "literacy crisis."

* Above all, develop and advertise the existence of your program's services. Let the community know that they are available and that a literacy program can be more than a group of tutors who are trained in the art of phonics, using their good hearts in limited ways.

If millions and millions of Americans cannot read basic public materials--tax forms, warning signs, consumer notices--where should we look to remedy the problem? Illiteracy is determined, in part, by the level at which materials are written. Therefore, we must be aware of readability levels. A librarian or reading specialist can acquaint you with several tools to measure readability.

You will see that most public information is written at a level far beyond even the "best" skills of an illiterate person. For some, a campaign to make public information more readable might be more realistic than trying to bring a person's reading levels up to the level of the materials. Possible actions for literacy workers include:

* Soliciting commitment by major public and private organizations to address readability in preparing their own materials

* "Tying-in" with consumer organizations and other groups to promote the demand for readability

* Preparing and distributing guidelines that community groups at the local level can use for assessing, challenging, and improving readability

* Holding training workshops for writers of public information and for community-based education groups

* Providing computerized readability assessments and assistance in rewriting to community-based organizations, public agencies, businesses, and individuals

* Beginning a national "write to read" program and campaign, patterned after other successful consumer campaigns

* Setting up "watchdog" groups of volunteers to monitor public communications by government agencies, utilities, corporations and other groups, and challenging the reading level of materials where they are inappropriate--taking that challenge to the courts, if necessary

* Developing national/regional/local organizing strategies to draw attention and support to the issue of readability

One way to make a lasting impact on illiteracy is to reach the children as well as the parents. Literacy programs need to focus more at the grassroots and neighborhood level--where families are already members of informal reading networks--and

help those networks develop formal parent/child literacy training and support services. A parent may need to know and learn:

* How his/her existing abilities and skills, no matter how limited, can be put to use in working with a child
* How to use the library
* How to go into a local bookstore and select books
* How the day care, Head-Start, and public education systems in the community work
* How to (at a minimum) read school notices, progress reports, and report cards
* How to take advantage of the literacy volunteers in that adult literacy program around the corner

These suggested options and alternatives are just a few of the many ways in which we might better serve not only students but also the volunteers who come into the literacy campaign. Most likely, they are joining in the effort because they want to work on a serious social problem. They ought to see the scope of what they can do.

A literacy campaign ought to be able to involve people in more than teaching. Volunteers who are not afraid of the word "advocacy" might just be the ones to make a tremendous difference in the lives of people who are illiterate.

7

HOW TO DEVELOP A TOLL-FREE HOTLINE FOR LITERACY

by

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HOW TO DEVELOP A TOLL-FREE HOTLINE FOR LITERACY

Once key support groups within the community are identified, the next step is to suggest their involvement in a specific project. There are many projects to consider when trying to meet the needs for literacy services in the community. One that readily lends itself to a literacy effort is the establishment of a statewide toll-free number to provide various types of information and referral services to interested callers. Heavy promotion of a hotline number is the single best way to bring those who need help, or want to help, together with literacy services.

A national literacy hotline number now operates out of the Contact Literacy Center in Lincoln, Nebraska. This number was established by the National Coalition for Literacy and has been operating since 1983. The number is 1-800/228-8813. This is the national number that is being used during the PLUS awareness campaign where no local number is available.

The Contact Center receives an average of 3,000-4,000 calls a month in periods with little publicity; the calls usually double after a publicity campaign. Promotion by PBS and ABC has been so effective that calls to Contact in September, 1986 were approximately 12 times the average (44,550 calls).

The Contact Center is a rich resource of information if you should decide to set up a statewide number. Gary Hill, President, or Rhonda Kadavi, Director, can provide expertise to your efforts. The address is:

The Information Center for the Coalition for Literacy
P.O. Box 81826
Lincoln, NE 68501
402/464-0602

According to the Contact Literacy Center, there are currently 24 states with some sort of statewide referral system now available for those seeking literacy help. These vary greatly from system to system. Some are funded and housed through the libraries; some are funded and/or housed in the Department of Education; others function hand-in-hand with a General Education Development (GED) program; and some are housed and/or funded through volunteer literacy councils or agencies. Despite these differences, they all have as a goal providing literacy services, and have certain costs and needs in common. Here are some costs and ideas to think about in planning a toll-free number:

Costs to be Taken into Account

* Telephone System: This may cost between $200-$600 a month. Costs are dependent upon the number of calls per minute, the number of lines, installation charges, and whether or not an answering machine is used.

* Rental Costs/Where to House the Phone: Obviously, where the phone is housed is a political decision as well as an economic one. Some literacy lines do not pay rent; the sponsoring agency donates the space.

  Following is a list of possible sites:

  1. Libraries
  2. Department of Education
  3. Volunteer literacy organizations
  4. Correctional institution. Answering phone lines can provide work experience for the prisoners.

* Salaries/How to Staff the Phone Lines: Costs vary depending upon the organizational structure chosen. Some examples:

  1. The system is set up by an information specialist; the phone is answered as part of an already established office; all staffers answer calls.

  2. A staff person is hired to set up system and oversee it; call answering is hired out to a qualified answering service.

  3. Once the system is set up, volunteers staff the lines, trained and supervised by paid staff.

  4. Several part-time employees handle different aspects of the job (i.e. research, phone answering, reporting, follow-up, etc.).

* Computer: Most phone systems have a computer or have access to one. Costs vary depending upon the amount of data you need to store. Some considerations:

  1. System might be donated.

2. Choose proper capability depending upon the information that needs to be stored and accessed.

3. Consider hiring an outside consultant to set up a data base.

4. Consider using existing computer, housed in an established office.

* Other Costs:

1. Postage to send out referrals; might be as high as $100 per month.

2. Supplies: typewriter, desks, office materials, etc.

3. Consulting fees: for English-as-a-Second-Language (ESL) interpreter, for computer or systems, for literacy expert, etc.

* Publicity: Costs will vary depending on what you choose to do and how much is donated.

Publicity Ideas

* Campaign Hints:

1. In designing a publicity campaign the first thing to consider is whom you are trying to reach; potential students, tutors, or the general public. Each campaign needs to be designed differently.

2. Be prepared for increased phone inquiries: a good rule of thumb is that calls will double after every campaign.

3. Rotate or change existing publicity materials every few months for a fresh look.

4. Collect anecdotal comments from callers that can be used as effective publicity copy.

* Types of Publicity to Use:

1. Posters can be used in social service agencies, libraries and other public places.

2. Public service announcements (PSAs) on TV and radio have proven to be the most effective free publicity.

3. A directory of literacy services, to be widely distributed to appropriate agencies.

4. Grocery bags printed with the toll-free number reach a wide audience.

5. Flyers or stuffers accompanying monthly bills, utility bills for example.

6. Business-size cards or small flyers, printed and distributed.

7. Bus cards, to be hung on the inside of buses or other public transportation.

8. Billboard advertising, using donated space.

9. Tags on radio, TV shows or newspaper articles.

Ideas on Referral

* Telephone Answerer: This person is key. The job requires:

1. Understanding and empathy for the illiterate student.

2. Broad understanding and knowledge of the state literacy services.

3. Patience.

4. Ability to speak clearly.

* Potential Adult Learner Callers: Keep referrals simple, don't give students more than 1 to 3 agencies to call.

* Written Follow-Up: Both student and referral agency written follow-ups should be mailed off as soon as possible. When referrals are delayed both potential students and tutors are lost. The longer the delay, the higher the attrition rate.

* Referrals: Try organizing your referrals by towns or zip codes.

* Coding: A code can be developed to organize types of callers (i.e., by reading level, GED, ESL student, tutor call, etc.).

Where to Go for Funding

* Foundations: If possible, seek the advice of a professional grantwriter or development executive. Many larger libraries have foundation directories, from which you can develop a list of appropriate foundations to approach. (See chapter 2 for more information on how to target foundations. Chapter 8 lists helpful publications.)

* Local Businesses and Corporations: Don't forget that they might donate supplies, space, services, and expertise as well as money.

* Government Grants: The Department of Labor may have discretionary funds. State offices of education, state libraries, and city and county governments are all potential sources of funding.

* Educational Institutions: Local colleges or adult education programs sometimes subcontract literacy services.

* Service Clubs: Many of these organizations can offer limited grants for community programs.

A toll-free number can be an invaluable asset to a literacy effort. By centralizing information about resources, it can help non-readers, as well as volunteers, cut through what is often a bewildering and discouraging array of information to find appropriate reading programs. A single number allows for coordinated, effective, promotion and presents a unified picture to the public. All literacy programs and services within the calling area stand to benefit.

8

FUNDRAISING REFERENCES

by

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FUNDRAISING REFERENCES

In addition to setting up a telephone hotline, many PLUS Task Forces are addressing the critical need for funds for other literacy programs and task force activities. Although the major sources of funds for literacy in the community may have been identified, the following is a quick overview of possible sources of funds, in case one has been overlooked.

I. PUBLIC MONIES

A. **Federal:** The major sources of federal dollars for literacy come from the **Department of Education.** Adult Basic Education Programs nationwide are funded from this source. The Library Services and Construction Act, also administered through the Department of Education, provides funds for public library involvement in literacy. These federal funds are allocated to states to administer, usually through state departments of education or state libraries. Contact: United States Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202, 202/732-2270.

The Department of Labor allocates Job Training Partnership Act (JTPA) monies to each state. Local Private Industry Councils (PICs) which receive JTPA funds, are often involved with literacy training as part of their services. Job Corps, also utilizing JTPA funds, provides training for youths ages 16-21, including literacy training. Many states have discretionary JTPA funds that can be used for coordinating literacy projects. Some statewide literacy hotlines have been partially funded with JTPA monies. Contact: United States Department of Labor, 200 Constitution Avenue, NW, Washington, DC 20210, 202/523-8271.

B. **State:** States vary widely in the amount of money they allocate to adult education. Most community colleges have classes ranging from basic literacy to GED preparation. Some state libraries allocate state money for library-based literacy projects. Governors have discretionary money and can be lobbied to provide monies, particularly if your task force has organized itself statewide. Over the long-term, your task force may want to address lobbying the state legislature for more literacy funds.

C. **Local:** County and city governments can be approached to support literacy services, particularly if these services are filling an unmet need or are providing a coordinating role for all city or county resi-

dents. Approach your mayor, city councilman or county executive with a specific proposal tied to your community's needs.

II. PRIVATE MONIES

A. **Corporations:** Most large corporations have corporate giving programs, often administered through "Corporate Contributions" or "Community Relations." Check with the Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th floor, New York, NY 10020, 212/512-2415, to find out about the corporations headquartered in your area that have supported literacy projects in the past. Other sources of information about corporate giving are:

Corporate 500, published annually, profiles the 500 corporations most active in corporate philanthropy. The **Corporate 500** is referenced by areas of support, contact people, contributions committee members, corporate headquarters, geographic areas of giving, grant recipients, and main and subsidiary businesses. To order Corporate 500: Gale Research Company, Book Tower, Detroit, MI 48226, 313/961-2242

Taft Corporation Directory, published annually, features in-depth profiles of more than 400 corporate foundations and direct-giving programs. Contact: Taft Products, Inc., 100 Vermont Avenue NW, Washington, DC 20005, 202/347-9314.

Corporate Annual Reports, Business Directories or **Personnel Directories** (such as **"Who's Who in Industry and Finance")** can all be good sources of information on corporate activities and interests.

Most corporations have specific giving guidelines and a preferred format for requests. Check with the contribution office to find out specifications.

B. **Foundations:** Foundations vary in size from institutions with assets in the billions to small family trusts that give away only a few hundred dollars per year.

The Foundation Directory is published annually. It lists foundations with assets of $1 million or more or that make annual grants of $100,000 and up. The directory tells where the foundation is located, its phone number, when it was incorporated, its original donor(s), purposes and activities, financial data, board of directors, contact people, and procedures for how to apply for a grant. Contact: The Foundation Center, 79 Fifth Avenue, New York, NY 10003, 212/620-4230.

The Foundation Grants Index is also published annually and lists thousands of grants of $5,000 or more. The index provides information

on the funding interests of major foundations by subject area, geographic focus, types of support, and types of organizations which receive grants. Contact: The Foundation Center, 79 Fifth Avenue, New York, NY 10003, 212/620-4230.

The Source Book Profile gives detailed profiles of hundreds of foundations. Contact: The Foundation Center, 79 Fifth Avenue, New York, NY 10003, 212/620-4230, or Library of Congress, Catalogue #77-79015.

It is definitely best to get an experienced grantwriter to prepare any funding requests from your task force. The "ins and outs" of grant-writing can get very complicated. At the very least, have an experienced grantwriter review and critique your proposal before you submit it to a corporation or foundation.

C. **Individuals:** Most of the giving done in this country is not done by big corporations or foundations, but by individuals. Granted, a majority of these are individuals giving to their churches, but it does say something important about charitable giving in this country; people are generous to causes they believe in. Think about the people that have been individually touched by the literacy story. They may be former students, tutors, board members, or parents of a dyslexic child. They are all possible sources of funding. Also, think about those who could be motivated to give if they were only able to hear the human side of the literacy story. The most lasting truism in charitable giving is that "people give to people." Make sure your story is a human one, and then target individuals who have the financial capacity and the potential interest to give and ask someone they know, trust, and respect to approach them. You may be surprised at the success of your efforts.

Fundraising efforts are successful when requests are well prepared and leaders probe--exhaustively--all possible sources of funding. This can be a demanding process. If your task force or literacy program chooses to explore the possibilities mentioned in this chapter, be prepared to make a real investment in time, thought and energy. Your chances for success will increase accordingly.

9

LITERACY: THE CHALLENGE FOR BUSINESS

by

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THE CHALLENGE FOR BUSINESS

Most business men and women would agree that in today's highly competitive and complex marketplace, an educated work force is a critical asset. Yet one in nine employees in America today is functionally illiterate. Without basic reading and writing skills these workers cannot possibly perform to their full potential. If they could, the increased benefits, both to themselves and to their employers, would be considerable.

The comprehensive scope of illiteracy outlined in previous chapters points out that adult learners are most receptive to learning basic skills when those skills assist them in coping with the demands in their daily lives. This is especially true with the skills necessary on the job.

Employers are in an excellent position to help employees who are anxious to improve their job performance by upgrading their skills. This chapter describes what companies can do now to help their employees and how a more skilled work force benefits business.

The Bottom Line

"Recently," states Don LeBrecht, Executive Director of the Broadcasting Productivity Council, "we asked some of the leading productivity experts in the country to tell us what impacted on productivity. One of the three major areas that they identified was the problem of functional illiteracy in the workplace. Illiteracy is not just a social issue; it is also a dollar-and-cents issue, one that affects a company's productivity, its bottom line."

If employees cannot read, then the businesses they work for are going to be affected, not only in terms of productivity, but also in terms of profits, job performance, and safety.

> Item: A New York insurance company says that 70 percent of dictated correspondence must be redone because typists cannot spell and punctuate correctly.

Item: Because he could not read the word "clockwise" in the instructions, a welder installed an industrial blower incorrectly--a mistake that cost his company thousands of dollars.

Item: With some help, a Philadelphia man who was functionally illiterate memorized a thick sales manual word for word. He mastered his lines so well that he could turn to any page, point to a paragraph and reel it off as if he were reading.

Item: A computer company executive with an annual salary of $75,000 and a staff of four relied on his wife's reading and writing ability when doing reports. On one occasion he ran up a $200 telephone bill when he called her from Brussels for help in preparing a speech.

Illiteracy's effect on a company extends beyond the company's work force to its consumers. As one executive expressed it, "If we do not have people out there who can read, how can they read our ads?" Take newspaper advertising, for example: even the sports page in most major newspapers is written at an eighth- or ninth-grade reading level, and wire service articles average an eleventh-grade level. Business loses potential customers when not only newspaper ads, but product literature, press releases, and consumer reports go unread.

The Human Cost

There is no question that the cost of functional illiteracy is too high in dollars and cents. It produces errors, low productivity, poor product quality, and absenteeism in the workplace. It keeps companies from getting their message across to consumers. And it can lead to accidents. But, as Secretary of Labor William Brock has pointed out, even more is at stake: "I think you're not only creating a circumstance where this country is going to have an increasingly difficult time competing and improving its economic base in a very competitive world, but you're creating a bifurcated society in which some can participate and some cannot. It is an intolerable circumstance... having two societies--one literate, one not. And if you are illiterate...you cannot be as productive a human being as you would otherwise be."

Often the experience of illiteracy leads to tremendous personal stress at home and at work. Even though people who are functionally illiterate can work competently, they speak of feeling "scared," "inadequate," and "crippled." They withdraw and remain silent. Many take themselves out of the running for promotions when they learn that a written test is required, or that reading is a part of the job. Their

talents remain hidden; their potential unrealized. These people would be the first to agree that this is no way to live or work.

It is Never too Late to Learn to Read

Every year hundreds of thousands of adults turn their lives around by learning to read. Illiteracy rarely results from lack of ability or initiative. The most common causes are childhood illnesses or injuries, economic problems which forced some to leave school to work, unaddressed learning problems, inadequate schooling, or family traumas.

Dr. Edwin Land, founder of the Polaroid Corporation, once said that "the function of industry is not just the making of goods; the function of industry is the development of people." If given the opportunity, most people who are functionally illiterate can reach their true potential and lead more productive lives both in and out of the workplace. For the business that gives people this opportunity, it is one of the best possible investments.

Item: A supervisor who got into trouble because his reports were unreadable enrolled in his company's basic skills program and has risen to technical trouble-shooter for sophisticated testing equipment.

Item: An unskilled materials packer who had quit school in the fifth grade went through his company's tutorial program, rose to materials foreman, and has gone on to take several college prep courses.

Item: At his company's urging, a maintenance crew worker went back to school, earned his GED (high school equivalency diploma), and has since become part of the company's maintenance management team.

Accepting the Challenge

Business is in a unique position to help meet the literacy challenge in the work force. Employers and co-workers are sometimes the first to recognize an employee's reading problem, and they can be very influential in encouraging him or her to seek help.

Because people who are functionally illiterate are afraid of being discovered, they often go to great lengths to avoid demonstrating reading and writing skills with statements such as:

"I forgot my glasses."

"I cannot read your handwriting."

"I just do not have time to read the manual; can you show me how to do it?"

"I would like to take this application home and read it; I will return it tomorrow."

As reluctant as these people are to admit to their lack of literacy skills, with their company's respect and support they can learn the skills they need. As Don Bohl, group editor of the American Management Association, explains, "Literacy relates to job skills. It is a bread-and-butter issue... If it means retraining, or getting a better job, then there's a motivation for learning and the workplace can become an incentive for learning."

No company likes to believe that it has people who are illiterate in its work force, yet how often do business executives have trouble finding competent people to fill positions? How often do they complain about high turnover rates? Those companies that have accepted the challenge of helping to create a literate work force realize that investing in employee literacy makes good business sense. Many have established their own in-house basic skills programs, incorporating them into their employee education and training programs:

Item: Polaroid Corporation's Fundamental Skills Program is the oldest in-house basic skills program in the country. It offers a variety of services and special programs in reading, writing, math, and problem solving. At least 50 percent of its programs focus on the needs of hourly employees. The company has assessed the basic skills required for each of its jobs. All classes are voluntary, and all tie learning to the jobs people do--the priorities being improved job performance and preparation for job growth. Part-time consultants as well as full-time employees of Polaroid conduct the program.

Item: With the aid of the local school system, Planter's Nuts has, since 1978, offered employees an education program if their reading skills fall below the eighth-grade level. Employees proceed at their own rates, and all receive individualized instruction in reading, math,

English grammar, and cursive writing. Students must attend, on their own time, at least four hours of classroom instruction. When they meet the four-hour requirement, Planter's pays them for two of the four hours.

Providing retraining and/or remediation is cost-efficient. As Dr. Iris Elfenbein, program director for education resources at the American Council of Life Insurance, points out, "It is less expensive than it is to fire an employee, or to let one reach a point of such demoralization that he or she quits, and then have to hire and retrain another person to do the same job. In that case, you have a revolving door, which is expensive."

Other companies are meeting the challenge of a more literate work force by getting involved with local schools--the source of future employees. One of the more innovative and successful experiments involving business and schools was implemented by Arthur G. Gunther, president of Pizza Hut. In a national effort, called "Book It!," the company's franchises collaborate with local primary schools to encourage good reading habits. As students achieve personal reading goals set by their teachers, they are awarded gift certificates entitling them to free pizza at the restaurant. So far, 7 million students have taken part, and the program aims to involve two-thirds of the nation's 24 million primary school students.

Getting involved with the local school board and speaking out for the needs of the business community costs little, but it can yield high dividends. As Donald C. Mann, vice president for public affairs at Prudential Insurance, states, "There is an awful lot riding on the success of America's public schools: productivity in the immediate and long-range future, jobs, and perhaps the American system. For better or worse, the school system is as linked to our destiny as Moby Dick was to Captain Ahab's. We cannot escape."

Getting the Job Done

Just as each individual's needs are unique, so are each company's. Executives interested in encouraging better reading skills within their company can best proceed by contacting their community's literacy coalition or group. These organizations know the local resources and programs that can best help a company fill its skills gap. The names of literacy organizations are available from the local public library or the school superintendent's office.

Once a company has made a commitment to literacy, it will find many ways to become involved. For example, it may:

* Provide in-kind assistance to local literacy programs--space to hold classes, donations of computers and other equipment, and printing of instructional materials.

* Loan executive time to help literacy organizations write proposals or seek grants, assist them in their budget and financing questions, or publicize and promote their services.

* Establish an employee basic skills program, using instructors or staff volunteers trained by literacy organizations.

* Initiate a policy that makes it clear to its employees that they will be rewarded for having the courage to seek help for literacy problems.

* Encourage its executives, employees, and their families to serve as volunteers in community literacy programs.

* Use its position in the community to help raise awareness of the problem, and to solicit more public support for literacy programs on the local and national levels.

* Assess the reading level of its own manuals and bulletins, as well as its customer communications. A company can benefit from an understanding of its own communications level.

* Publicize the existence of local literacy programs by posting hotline numbers on bulletin boards and distributing appropriate literature. It is important for employees to know that these programs are available.

* Become a role model. A company can show the rest of the business community that it is concerned, and that by becoming actively involved, it can make a difference.

If a company can afford to provide financial aid, it can spend its money wisely by:

* Making grants to local adult literacy programs--Literacy Volunteers, Laubach Literacy, libraries, literacy coalitions, community-based organizations, and other adult education programs--to help the programs' development and expansion of tutoring and other services.

* Becoming a member and/or providing financial support to local and state literacy planning/coordinating councils and agencies.

* Giving financial support to the research, data-gathering, and information dissemination of adult literacy centers.

* Making grants available for the development of new literacy approaches and services; for example, the use of computers and television.

A Call to Action

In 1972, the Senate Select Committee on Equal Opportunity estimated that illiteracy's cost to the country and to illiterate individuals--in terms of unrealized lifetime earnings--was $237 billion. An updated figure would be even more staggering. Clearly, functional illiteracy is a detriment, not only to the individuals involved but to the country as a whole. As Arnold Grisman, an executive with the J. Walter Thompson agency, states, "Illiteracy is bad for the country. Anything bad for the country is bad for any business doing business in this country."

To help eliminate functional illiteracy in America, all businesses, large and small, should consider putting a more literate work force high on its list of priorities, using its own resources to meet the challenge, and vigorously supporting local and regional literacy action plans. "If we're to renew our economy and protect our freedom," President Reagan has said, "we must sharpen the skills of every American mind and enlarge the potential of every individual American life."

Companies Already Involved

From coast to coast, many businesses have recognized that literacy is an important community issue. To illustrate the wide diversity of business organizations interested in the problem, below is a list of some companies and institutions which support, or have supported, in some measure, various state, community and business efforts.

Have Offered Grants and In-kind Assistance

American Booksellers Association
American Express Company
ARCO
Ashland Oil Foundation
AT&T
Association of American Publishers
Chicago Tribune Charities
CIGNA Corporation
Control Data Corporation
B. Dalton Bookseller
First Union Corporation
Gannett Foundation
Gruman Corporation
GTE Corporation
Gulf & Western Foundation
Honeywell
IBM Corporation
Magazine Publishers Association
McGraw-Hill, Inc.
New Jersey Bell
Philadelphia Inquirer
Pizza Hut
Printing Industries of America
Reader's Digest
Sears Roebuck and Company
Time, Inc.
Times Mirror Company
Wal-Mart Stores

Support Planning and Awareness

American Association of Advertising Agencies
American Booksellers Association
American Council of Life Insurance
American Newspaper Publishers Association Foundation
Ashland Oil Foundation
Association of American Publishers
Blue Cross/Blue Shield of Massachusetts
Cambridge Book Company
Capital Cities/American Broadcasting Companies, Inc.
Chicago Tribune Charities
CIGNA Corporation
Control Data Corporation
Cox Newspapers
B. Dalton Bookseller
El Paso Herald-Post
Family Circle Magazine
Gannett Foundation
General Electric
Hitachi Foundation
Houston Chronicle
IBM Corporation
Magazine Publishers Association
McGraw-Hill, Inc.
Mellon Bank
New Jersey Bell
Philadelphia Inquirer
Pizza Hut
Polaroid Corporation
Pratt & Whitney
Printing Industries of America
Reader's Digest
Sears Roebuck and Company
Time, Inc.
Times Mirror Company
Wal-Mart Stores

Sponsor Employee Basic Skills Programs

Blue Cross/Blue Shield of Massachusetts
Ford Motor Company
General Motors Corporation
Honeywell
Newport News Shipbuilding Company
Onan Corporation
Planter's Nuts
Polaroid Corporation
Pratt and Whitney

National Resources

For more information on illiteracy in the workplace and literacy programs, contact the following:

* THE ADULT BASIC EDUCATION PROGRAM (ABE):

  The ABE Program is the largest single adult basic skills program in the nation. At the local level, it operates primarily through school districts, providing reading, writing, and other basic skills instruction, including English-as-a-Second-Language (ESL). Co-sponsoring arrangements have begun to emerge, in which local ABE programs join forces with community colleges, business and industry, unions, churches, and other groups. For more information, contact ABE, Division of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, DC 20202, 202/732-2270.

* AMERICAN LIBRARY ASSOCIATION (ALA):

  ALA encourages local libraries to get involved either in direct literacy instruction or in the planning and development of community literacy resources. With a membership of 40,000 libraries and librarians, ALA provides an important link in the literacy network, connecting and collaborating with local ABE programs, voluntary programs, community colleges and community-based organizations. For more information, contact ALA, Office for Library Outreach Services, 50 East Huron Street, Chicago, IL 60611, 312/944-6780.

* AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT:

  ASTD can provide information on training programs in corporate settings. Contact ASTD, 1630 Duke Street, Box 1443, Alexandria, VA 22313, 703/683-8123.

* ASSOCIATION FOR COMMUNITY BASED EDUCATION (ACBE):

  ACBE is a national association of independent community-based educational institutions. The organization promotes alternative adult education programs that advance individual development and which involve a community development process. ACBE members offer educational programs in a wide range of areas, including programs in adult literacy. For information about community-

based literacy programs and practices contact ACBE, 1806 Vernon Street, NW, Washington, DC 20009, 202/462-6333

* BUSINESS COUNCIL FOR EFFECTIVE LITERACY (BCEL):

  BCEL is a publicly supported foundation established to foster greater corporate awareness of adult functional illiteracy and to increase business involvement in the literacy field. Its officers and staff interact with literacy groups and planners around the country to provide reasonable advice to the business community on opportunities for their involvement. BCEL publishes a quarterly newsletter for the business community, and has developed a directory of key literacy contacts in each state. For more information, contact BCEL, 1221 Avenue of the Americas, New York, NY 10020, 212/512-2415/2412.

* LAUBACH LITERACY ACTION:

  With operations in 21 states, Laubach trains and certifies tutors to teach reading and writing, ESL, provides management and organizational assistance to its local tutoring programs, and prepares the instructional materials used by its tutors and students around the country.

* LITERACY VOLUNTEERS OF AMERICA (LVA):

  LVA's central staff supports its local programs with tutor training assistance, management help, and audio and visual materials development. Emphasizing the use of materials that are built around the needs and interests of individual students, LVA presently operates tutoring programs in 31 states.

  Laubach and LVA rely primarily on a one-on-one tutorial format. They are major sources of tutor training for other literacy organizations. Some local programs work jointly with corporations to provide basic skills instruction. For more information, contact Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, NY 13210, 315/422-9121; and LVA, 5795 Widewaters Parkway, Syracuse, NY 13214, 315/445-8000.

* NATIONAL ALLIANCE OF BUSINESS (NAB):

  The NAB recently produced a booklet titled "Employment Policy--Looking to the Year 2000"; it discusses illiteracy in the workplace as well as other issues involved in preparing the workforce for the next century. The NAB also held a national conference that focused on youth issues in the year 2000. A booklet, "Youth- A Call to Action," summarizing the conference, and a videotape, "Jobs Agenda for America," produced for the conference, are

available from NAB. For more information, contact NAB, 1015 15th Street NW, Suite 500, Washington, DC 20005, 202/457-0040.

* NATIONAL ASSOCIATION OF PRIVATE INDUSTRY COUNCILS (NAPIC):

  NAPIC can provide information and consultation to business volunteers who are serving on Private Industry Councils (PICs). They can supply names and contacts at any of the 620 local PICs. For more information, contact NAPIC, 1015 15th Street, NW, Suite 600, Washington, DC 20005, 202/289-2950.

  Both NAB and NAPIC, along with the U.S. Conference of Mayors and the National Job Training Partnership, Inc., have recently established The Center for Remediation Design. The Center provides government, business, and community leaders with information on the kinds of remediation programs that are available, and helps these groups sort through the range of options and choices to find the program which best suits their work forces' needs.

  For more information, contact The Center for Remediation Design at 202/289-2952.

* U.S. CHAMBER OF COMMERCE:

  The U.S. Chamber of Commerce has been involved in the illiteracy problem for some time. According to Robert Martin, Associate Manager of Community Resources, more than 500 local Chambers of Commerce have some sort of ongoing activity, program, policy, or political agenda. Many of them are tied to local educational institutions. Contact your local Chamber of Commerce for more information.

Also see Contact Literacy Center and the U.S. Department of Labor listed in appendix A.

10

BUSINESS AND LITERACY: MAKING THE CONNECTIONS WORK

by

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BUSINESS AND LITERACY: MAKING THE CONNECTIONS WORK

Once an employer understands the importance of literacy in the work force, he or she may still not understand how the business can support literacy efforts within the community, and take advantage of literacy services for its own employees. This chapter suggests some very practical approaches to businessmen and women which literacy programs can use to begin a dialogue about literacy on the job.

Whether it is working toward a more literate nation, state, community, or neighborhood, a literacy effort requires involvement and participation from many different people and professions, all working together and thereby melding their abilities and resources. American business enterprises have a tremendous stake in a literate nation. It is vital that they realize precisely how they can be one of the partners in literacy.

There is no magical formula to make business connections work, but there are approaches which will help business executives see the rich possibilities of working with your literacy initiatives. Hopefully, the concepts presented here can build on the local experiences you have had already, and together they can advance your relationships with the businesses in your community.

Strategy First

A business strategy should begin by defining the businesses. In large urban areas it may be corporations or their affiliate divisions or subsidiaries--the major employers. But in other areas and to local literacy providers it may mean: the only factory that employs 200 people, or the three dozen or so merchants on Main Street. A literacy program must understand how a more literate community benefits each of these business interests.

Next, a literacy program needs to take stock of the current extent of business involvement with literacy. It must ask questions like these: which businesses are we engaged with now? Which ones should we try to make contact with, and in what order?

But before contacts get started or renewed, some important homework can help identify each company's "culture" and its attitudes toward employee services and

the community-at-large. Your business contact will be making his or her decisions according to company priorities; study those in advance.

Company newsletters, magazines, Ten K and annual reports and other in-house publications, as well as what people say about the firm, can help identify what a business is doing with respect to:

* Public service in general
* Employee benefits and rewards to employees
* Volunteer programs

Mining these publications and conversations for information will help you see how a company sees the world and how it treats its employees. Does the company have a policy regarding education? How does the company support the community? The company that promotes educational opportunities for its employees or offers on-site services like day care will connect more easily with you than one which does not.

It is very likely that the information you gather from publications and word-of-mouth can help you in another important way -- by identifying which individuals (the CEO, the director of public affairs, the plant manager, the shop steward, the mom-and-pop storeowner) might participate in literacy initiatives. A strong advocate within an organization often brings the organization along.

Business connections take patience, tenacity, and endurance. Whether or not fund-raising is the goal, literacy programs can benefit from "rules" all good grantwriters know--be prepared, and well-educated about:

* The company's product or service
* The company's stake in the community
* The skills needed by employees to deliver the product or service
* What skills are employed (engineers, assemblers, machinists, bank tellers, etc.)
* The role of the person with whom you make contact

In fact, if your program or task force has a grantwriter on staff or as a member, he or she can be a valuable resource as you research your business profiles.

Not only should local literacy providers develop business profiles, it is vital that they know their own. What are the public's and key business executives' perceptions of you: Do they consider you an educational enterprise? A social justice institution? Both? Neither? To what extent do the public and business community value your literacy services?

Business connections are with people. You have probably made many already, and you are undoubtedly using your first contacts to make others. Many more connections can be made when you understand and overcome certain obstacles. They are:

* No Trust
* No Need
* No Help
* No Hurry

How do these interpersonal dynamics get in the way of a successful relationship with a local business, and what can be done about them?

No Trust

"I do not know you at all, and you do not know me" could well be a businessperson's unspoken thought when you are introduced. Then, and throughout the relationship, your program or task force will face tests of credibility and competence. When you are confident about what you offer, and are prepared with pertinent information about what the business is and how it operates, you are in a position to develop an important business contact. You may even discover common ground in personal and professional tastes or interests with the executives and staff you meet, and these will promote your rapport.

Your intent is to understand what your business contact does and how you can help him or her. That's right--discovering how you can be of benefit to the executive is more significant than promoting how he or she can help you. In our zealousness to fight illiteracy, we often forget to listen to the businessperson's needs. Ask what you would do if you were the businessperson being approached.

Most likely, a businessperson will not stand for being told what he or she should do, or how many people in the company's employ are functionally illiterate. Experience indicates that this approach threatens the businessperson's own sense of competence in hiring and training. It is certainly no basis for trust. Instead, challenge

that same business with the possibility of a stronger work force. Share success stories of students who most resemble the businessperson's own employees. If the company employs assemblers, share the story of assembler X who, when he began, had only low-level literacy skills but who now, with literacy training, supervises complex operations. Executives are more interested in productivity gains than in damage control.

No Need

A business may have faced real needs or have "felt" needs for a more literate work force or community, but there is usually a gap between awareness and action. Before many businesspeople acknowledge that gap, you will probably face a variety of statements along the lines of "I do not see that we have a problem."

What this really means is:

* Your contact does not see the need because the literacy problem it represents is hidden or obscured
* Your contact does not feel literacy is as important as other employee problems--for example, worker health
* Your contact does not care about the problem; it belongs to somebody else; it can be tolerated

Barraging the businessperson with statistics seldom turns around the "no need" attitude. What can make a difference is pointing out to your contacts several common behaviors used by people who are illiterate to avoid reading and writing. Ask contacts for instance: In the last three months, have you dealt with someone who often, when facing reading or writing assignments, says:

* "I forgot my glasses?"
* "I am too busy right now to read, could you show me how it is done?"

* "I have no time right now, but can I complete the assignment later and return it?"

These questions will often spark a response in your business contact because they touch on real experiences with employees.

Follow-up questions might include:

* How often do you confront situations like these?
* How could your time and your staff's time be better spent?
* What would it cost in terms of time and/or money to change the situation?

Most businesspeople tend to have company needs and/or personal needs that are addressed by this discovery process. Finding them takes time and a willingness to listen -- not just in one conversation, but in many.

The businessperson, whether it be the corporate CEO, the office manager, the shopkeeper, or the foreman, acts when it benefits him or her. If addressing the need for a literate work force will lead to higher profit, lower cost, and a better quality product, and/or if it will generate more recognition, more respect, and more approval for him or her personally, the executive will be more inclined to say, "This problem needs to be addressed."

No Help

Even if your business contact trusts you and sees the need for literacy training, he or she may not realize how you can help meet that challenge. From what you know about the company and have learned about the executive's needs, it is very likely that, working together, you can help solve the problem.

What is unique about what you offer, and how is it advantageous to the business-person to join with you? Over time, you can come to agreement about how business needs can best be met by your program or services. And, together, you and your business contacts can formulate a plan of action.

No Hurry

One last barrier may remain: a business executive may be in "no hurry" to execute a literacy plan. This reaction can be expected especially if the executive fears making a mistake; the reaction may also indicate that trust is still an issue or the need is not yet clear.

It will be important to recognize and understand this reaction and offer reassurances. Ask this question: Where can we begin?

Beginnings are the key to making business connections work. People do things for their reasons, not for yours. Thus you need to start where they are willing to start. For example:

* The public affairs director may be willing to promote community literacy services through volunteer signups in the company newsletter, but is unwilling or uncomfortable with "selling literacy services" to the CEO. Go with what can be done now and keep on working.

* A well-respected merchant offers space for tutoring twice a week. Start there. He or she may later become a tutor and, still later, may volunteer to promote the need for a literate community among other merchants in town.

These beginnings can have exciting futures--futures wherein people join in the challenge of making a more literate community a reality.

Businesspeople get involved because their talents are well served and their needs are well met. Once you understand what is important to one business contact, use that experience--and that contact--to make others. Your knowledge base will accumulate over time. What is learned about company A might be very useful in contacting company B, C, and D--especially if company A can initiate the contact for you. Below are some ways businesses can contribute to your program or task force.

* Employee volunteer programs. Employees can contribute their talents to a literacy program.

* Employee education. Companies can enhance employee educational services to include reading skill development.

* Contributions. Individual employees or employee groups can contribute funds to a literacy program.

* Employee Assistance Programs (EAPs). EAPs can extend the umbrella of confidentiality to non-readers in the work force and refer workers to appropriate literacy programs.

* Corporate policy. Businesses can make an effort to promote awareness of literacy as a company priority, and to identify in-house and outside literacy resources.

* In-kind contributions. Corporations or their foundations can contribute space and materials as well as money to assist local and regional literacy efforts.

* Promotion. Companies can promote the success stories of adult learners who are more productive for having learned basic skills.

Some final notes on appeals and strategies:

* Decide what your own organization's strengths are, and pick the business connections that can work for you.

* Emphasize success: stress what a learner can do rather than what he cannot.

* Understand that businesses prefer "meeting challenges" to "solving problems."

* It is easier to respond to a request to "join us" than it is to comply with recommendations from outsiders.

* Demonstrating specifically what is being accomplished and what remains to be done is preferable to a literacy program needs "wish list."

* Businesses often see an advantage to participating in efforts backed by media campaigns. If possible, literacy orograms and task forces should maintain the local media campaign begun by "Project Literacy U.S.," or they can begin a new one. The continued promotion and public awareness will nurture business connections.

* Build on key business contacts to establish other contacts. Link key elements of the community by approaching:

  - Franchise associations
  - Homeowners' associations
  - Cooperatives
  - Professional associations of personnel managers
  - Professional associations of public affairs directors
  - Local chapters of the American Society for Training and Development
  - Professional associations specializing in employee assistance
  - Experts
  - Corporate volunteer councils
  - Corporate giving councils
  - Employment development departments of state/county
  - Government
  - Chambers of Commerce
  - Service clubs: Jaycees, Rotary, Kiwanis, Lions, Junior League
  - Unions
  - Members of the board/finance committees of local United Way
  - Advertising clubs
  - Broadcasting associations

Ideally, the concepts presented here will advance your work with the businesses in your community. With the right information and the right approach, companies large and small can come to recognize literacy as a important challenge--one they are eager to meet. We can take inspiration from an exchange between Lewis Carroll's characters in Through the Looking-Glass.

> "There is no use trying," said Alice. "One can not believe impossible things."
>
> "I dare say you have not had much practice," said the Queen. "When I was your age I always did it for half an hour a day. Why, sometimes I believed as many as six impossible things before breakfast."

11

WORKING WITH NATIONAL SUPPORT ORGANIZATIONS

by

Beth Mastin

Northeast Regional Coordinator

The Public Television Outreach Alliance

WORKING WITH NATIONAL SUPPORT ORGANIZATIONS

Businesses are not the only community groups adversely affected by illiteracy. Educators, civic leaders, librarians and religious leaders all recognize the part that literacy plays in thriving communities and healthy families.

There are now more than 100 national support organizations endorsing Project Literacy U.S. On this roster are broadly varied organizations that each lend a unique strength to the project. Local task forces and literacy programs can build a wide base of community support by involving the local representatives of these national groups. This chapter looks at the organizations concerned about illiteracy and how a task force might collaborate with them. The types of organizations involved:

* Fraternal, religious, and service organizations take the PLUS message to the communities they serve.

* Literacy organizations, schools, parents, educators, and the associations that represent them make up another group of PLUS proponents. They provide us with guidance and expertise based on years of involvement in this issue.

* Government agencies and programs that have integrated information about all levels of existing literacy programs.

* Trade associations representing publishers, booksellers and advertisers have recognized the significance that a literacy awareness campaign could have on their industries and are also actively supporting PLUS.

National Efforts

National efforts made by these organizations on behalf of the PLUS initiative have been underway for many months. Some of the ways that national support groups have agreed to get involved are:

* Newsletters, Magazines: The commitment of support organizations to publicize PLUS through their newsletters and magazines was and will continue to be the primary way by which most groups reach their membership nationally. A number of these organizations presented strong advocacy messages about the scope of adult illiteracy and the need for community involvement. An example of this kind of coverage was the two page "PTA in Action" section in the National PTA Magazine, Spring 1986, which dealt with the intergenerational aspects of illiteracy and advocated that the PTA take a stronger role in identifying non-reading parents.

* Conventions: Another popular method for getting out the PLUS message to national memberships has been to include PLUS on the agenda at national and regional conferences and conventions. PLUS representatives have addressed more than 100 meetings and conventions since the project began.

Literacy Campaigns and Prizes

PLUS was launched at a time when national attention to the problem of illiteracy was just beginning. Several other literacy campaigns and awards are now underway:

* Give the Gift of Literacy - sponsored by the American Booksellers Association and the National Association of College Stores in partnership with Telephone Pioneers of America. Participating bookstores set out collection boxes, the money is pooled and awarded to literacy projects.

* Press to Read - sponsored by the American Newspaper Publishers Association. The Association has delivered a complete package of articles and camera-ready art; features, ads, editorials, and cartoons with which participating newspapers can target illiteracy.

* The Literacy Challenge - a joint effort of the Gannett Foundation and USA Today. The competitive 2-year, $2 million program will award grants of $40,000-100,000 to state-level groups with "the best proposals to launch or expand statewide literacy coalitions or other organizations."

* The Charles E. Scripps Award - a $2,500 prize established by the Scripps Howard Foundation, will be given to the newspaper or

broadcast station that best promotes literacy in its community. The Foundation will make a $5,000 grant to a literacy project or program served by the award winner.

Governmental and Legislative Involvement

Governmental and legislative actions have also reached national proportions.

* Mayor Wilson Goode of Philadelphia, who heads the literacy task force for the U.S. Conference of Mayors, has formally urged his colleagues to get involved with PLUS. He suggested that they assign a member of their staff to PLUS.

* The National Governors Association has promoted the establishment of statewide hotlines for literacy. Many governors are personally pushing for literacy programs.

* Jim Duffy, President of ABC Communications, testified at hearings on illiteracy in both the Senate and the House of Representatives. September, 1986, was declared by Congress as "Adult Literacy Awareness Month."

* Cabinet level involvement was reached in the Department of Labor. Labor Secretary William Brock has included PLUS in many national addresses and has recorded a national PSA for the project. PLUS has also worked extensively with the Adult Literacy Initiative of the Department of Education.

* State Adult Basic Education Directors across the nation have been a valuable resource in helping ABC and PBS stations make contact with their local literacy providers. In many instances, they have helped PLUS Task Forces locate and apply for funds to sustain the local PLUS efforts.

Tapping in Locally

Many of the national support organizations affiliated with PLUS have local chapters. Tap into them to help support the literacy efforts in your community.

Here are some ideas of how to involve support organizations:

Service Organizations and Civic Clubs

* A ready source of volunteers who can be trained as tutors, advocates, office helpers, administrative support staff, or volunteer managers.
* Chapter newsletters can publicize your needs.
* A possible source for in-kind services or donated materials.
* A conduit to community business leaders.
* Small grants may be available through club treasuries.
* A special event fundraiser with your organization as beneficiary.
* A service club could "adopt" your project and provide all of the above.

Educators and Associations for Teaching and Learning

* Challenge a teachers organization to turn out "X" number of tutors as their local commitment to PLUS.
* Ask associations representing institutions of higher education to help find classroom space.
* Advocate that teachers identify the adult non-readers who are parents of their students; advise teachers on how to help guide parents into reading programs.

Publishers, Booksellers, Print Media

* Publishers can donate unsold books to literacy programs.

* Newspapers can write editorials on feature stories, donate subscriptions to literacy programs, donate advertising space, or agree to carry literacy articles produced by their trade organization. (American Newspaper Publishers Association packet, for example)

* Booksellers can publicize and display information on your program or provide small grants.

Ad Agencies

* Can help you develop a marketing strategy.

* Can produce advertisements and help locate free advertising space.

* Can provide layout and design help for a number of projects.

* Can help in developing radio or TV public service announcements (PSAs).

* Can donate a promotion campaign.

Radio and TV

* Talk shows and public affairs programs can feature literacy as a topic.

* PSAs can run in all forms on local media.

* Cable channels may have public affairs programs.

Businesses and Professional Associations

* The Business Council for Effective Literacy produces an excellent newsletter which outlines model projects utilizing the private sector. (See appendix B to order.)

* The National Alliance of Business works with Private Industry Councils, many of which are interested in supporting literacy.

* The Chamber of Commerce can be a very effective ally.

* Stress the benefits to employers in promoting a higher level of literacy in their work force: increased productivity, improved employee loyalty, positive public relations. (See chapters 9 and 10.)

* Urge the use of compensation time for employers to pursue literacy activities.

* Many businesses, especially larger ones, have corporate contributions programs that can be approached as source of funds.

* Businesses may provide on-site learning or retraining space.

Labor Unions

* Can provide money and space for education of union members.

* Can offer an ideal non-threatening place to reach workers with low reading skills.

Places of Worship

* Like unions, a place to reach non-readers in a setting where they feel comfortable.

* Possible space for teaching or tutoring.

* A place to recruit tutors.

* The clergy can deliver sermons to their congregations on how they can give or receive help.

* Office space and typewriters may be found here.

Governmental Action Locally

* Your mayor or county executive can be lobbied to get involved locally.

For a complete list of PLUS national support organizations with descriptions, see appendix A.

APPENDIX A

PLUS NATIONAL SUPPORT ORGANIZATIONS

PLUS NATIONAL SUPPORT ORGANIZATIONS

ACTION
Office of Domestic and Antipoverty Operations
806 Connecticut Avenue, NW
Washington, DC 20525
202/634-9406
Contact: Dan Bonner

This U.S. government agency fosters and assists the expansion of voluntary citizen services. ACTION uses public and private sector resources and coordinates with other Federal agencies.

For local information, contact the Washington Office.

ADULT LITERACY INITIATIVE
UNITED STATES DEPARTMENT OF EDUCATION
400 Maryland Avenue, SW
Room 4145 FOB-6
Washington, DC 20202
202/732-2959
Contact: Elizabeth Laugharn

This organization coordinates and disseminates information and federal resources available in the area of adult illiteracy.

To receive information, join ALI's new telecommunications electronic mail network, "LITLINE."

ALTRUSA INTERNATIONAL, INC.
8 South Michigan Avenue
Room 1105
Chicago, IL 60603
312/236-5894
Contact: Mary Jane Kolar

Altrusa has a membership of 20,000 in 503 Clubs in 17 countries. Some local clubs have individual literacy projects. The International Foundation gives matching funds to clubs for tutoring materials. The association has a monthly publication, the "International Altrusan." Local clubs also distribute their own newsletters.

To identify your local Altrusa club president, contact the national office.

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION
1201 16th Street, NW
Suite 230
Washington, DC 20036
202/822-7866
Contact: Judith Ann Koloski

This professional organization with 70 units represents more than 3,500 practitioners in the field of adult education.

To identify your state affiliate president, contact the national office.

AMERICAN ASSOCIATION OF ADVERTISING AGENCIES
666 Third Street
New York, NY 10017
212/682-2500
Contact: Gloria Lanzo Bajo

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle
Suite 610
Washington, DC 20036
202/293-2450
Contact: David Imig

AACTE is a voluntary association whose 725 higher education institution members train at least 80% of the nation's public school personnel. Individual institutions run external adult literacy programs. The AACTE disseminates information through a newsletter and workshops.

An Association membership directory is available by contacting the national office.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
One Dupont Circle, NW
Suite 410
Washington, DC 20036
202/293-7050
Contact: Bonnie Gardner

AACJC has 999 community, technical, and junior college members. Ninety percent of these are involved with ABE, GED, and/or adult literacy programs.

AACJC's work on behalf of adult literacy includes a teleconference on illiteracy in the work force (June, 1987) and a national survey of literacy programs. AACJC distributes a weekly newsletter to all college executive officers.

A membership directory or mailing labels are available through the national office.

AMERICAN ASSOCIATION OF RETIRED PERSONS
The Institute of Lifetime Learning
1909 K Street, NW
Washington, DC 20049
202/872-4700
Contact: Steve Rabaugh

AARP has over 5,500 chapters nationwide. Its goal is to provide lifelong learning opportunities for older Americans. A high percentage of the elderly is illiterate because of missed opportunities for education.

For information about chapters in your area, contact the national office.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, VA 22209
703/528-0700
Contact: Gary Marx

AASA has over 18,000 members. Founded in 1865, it is one of the most respected organizations for school leaders. The organization is committed to assuring high quality leadership for the nation's schools and supporting programs that will provide effective education for people in general.

To identify local members, contact the national office or your state association.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2401 Virginia Avenue, NW
Washington, DC 20037
202/785-7754
Contact: Amy Swauger

AAUW has over 175,000 members in approximately 1,800 local chapters across the country. It is the oldest and largest organization for the advancement of women in education. AAUW promotes equity for women, educational and personal development and positive societal change. It has disseminated information about PLUS in its bimonthly tabloid, "Graduate Woman."

Contact the national office membership department for a list of local chapter presidents.

AMERICAN BAR ASSOCIATION
1800 M Street, NW
Washington, DC 20036
202/331-2287
Contact: Dick Lynch

The American Bar Association recently created a Special Emphasis Program on Literacy now being pursued by a five-member ABA Task Force on Literacy. The Task Force has three target priorities: (1) Publication and distribution of Lawyers for Literacy, A Bar Manual. (2) Publication and distribution of an ABA National Directory (on a state-by-state basis) of Literacy Programs. (3) A National Executive Forum on Literacy (July, 1987) for bar association Presidents-elect.

For more information contact Dick Lynch or Joan Flanegin at the ABA in Washington.

AMERICAN BOOKSELLERS ASSOCIATION
122 East 42nd Street
New York, NY 10168
212/867-9060
Contact: Allan Marshall

The Association is one of several organizations involved with the "Give the Gift of Literacy" program. Member bookstores participate in the program by setting out collection boxes. The money collected is awarded to national literacy programs.

AMERICAN CHEMICAL SOCIETY
1155 16th Street, NW
Washington, DC 20036
202/872-4600
Contact: John Crum

AMERICAN COUNCIL FOR NATIONALITIES SERVICES
815 15th Street, NW
Suite 610
Washington, DC 20005
202/667-0782
Contact: Roger Winter

AMERICAN COUNCIL OF LIFE INSURANCE
1001 Pennsylvania Avenue, NW
Suite 500
Washington, DC 20004-2599
202/862-4000
Contact: Iris Eifenbein

ACLI is a trade association representing more than 600 life insurances companies. Some members are involved in literacy as a community service while others assist employees in improving basic skills.

For more information, contact the personnel office or public relations department of your local insurance companies.

AMERICAN COUNCIL ON EDUCATION
One Dupont Circle, NW
Washington, DC 20036
202/939-9475
Contact: Vicki Falco

The ACE, with members from colleges and universities in all 50 states, serves as an advocate for adult learners. The Council administers the GED Testing Program and sponsors the Commission on Higher Education and the Adult Learner.

For more information, contact the national office.

AMERICAN FEDERATION OF TEACHERS
555 New Jersey Avenue, NW
Washington, DC 20001
202/879-4458
Contact: Scott Treibitz

AFT represents over 630,000 teachers, school-related employees, public employees, and health care workers, with a primary emphasis on legislative issues important to the teaching profession. It publishes a newspaper and newsletters for its members.

To identify local members, contact the national AFT office.

AMERICAN GAS ASSOCIATION
1515 Wilson Blvd.
Arlington, VA 22209
703/841-8400
Contact: Terence J. Uhl

AGA is the national trade association for 300 natural gas utilities and pipe line companies. The Association suggested that a literacy message (e.g., "Help Fight Illiteracy... Join PLUS, call your local ABC and PBS stations") be placed on gas bills going out to customers.

To identify local members, contact the national AGA office.

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
c/o 7629 Heatherton Lane
Potomac, MD 20854
301/983-9754
Contact: Katherine Schaeffer

THE AMERICAN LEGION
P.O. Box 1055
Indianapolis, IN 46206
317/635-8411
Contact: Lee Hardy

The American Legion, through its Education Program, seeks to provide educational opportunities for every individual. The Legion has set up an Adult Literacy Initiative to provide volunteer manpower and financial support to local literacy programs. Brochures on the problem of illiteracy are also available to local posts. There are now 13,000 American Legion Posts in all 50 states.

To contact the local commander, check the telephone directory for the listing of the American Legion Post or contact the state office located in your state capital.

AMERICAN LIBRARY ASSOCIATION
50 E. Huron Street
Chicago, IL 60611
312/944-6780
Contact: Helen Wright

ALA's mission, carried out by 40,000 members internationally, is to enhance learning and assure access to information. ALA developed the national Coalition for Literacy and supports the development of literacy education programs in libraries.

For more information, contact the national office or your public, school, or state library agency.

AMERICAN MOTHERS INC.
Waldorf-Astoria
301 Park Avenue
New York, NY 10022

This 51-year old association has chapters in all 50 states and American territories. The association encourages local chapters to become involved in literacy through a newsletter, resource materials, area workshops, and an annual national convention.

For more information about chapters in your area, contact the National Literacy Project Chairperson, Claire Allen, 22A Lee Avenue, Arlington, VA 22211, 703/243-1687.

AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION
P.O. Box 17407
Dulles International Airport
Washington, DC 20041
703/648-1000
Contact: Carolyn Ebel-Chandler

The association's membership includes 1,400 publishers. Information about PLUS has been disseminated through a publishers packet and the association newsletter, "Focus on Literacy." The association has a three-year commitment to literacy called "Press to Read" and a full-time literacy coordinator. "Press to Read" materials include slide shows, guidelines for developing literacy projects, a bibliography of other projects, and features and reproducible art, including cartoons. Literacy coordinator Carolyn Ebel-Chandler will make presentations to local, regional, and state press associations or literacy groups.

AMERICAN PHARMACEUTICAL ASSOCIATION
2215 Constitution Avenue, NW
Washington, DC 20037
202/429-7564
Contact: Ron Williams

AMERICAN SOCIETY FOR QUALITY CONTROL
310 West Wisconsin Avenue
Milwaukee, WI 53203
414/272-8575
Contact: Mike R. Thiel

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION
1120 G Street, NW
Washington, DC 20005
202/393-7878

The American Society for Public Administration is a national, non-profit educational and professional association of persons interested in improving public administration at all levels of government. ASPA includes more than 16,500 members, ten regions, 123 local and state chapters, 17 sections representing functional areas of interest, and specialized committees. ASPA members include practitioners in local, metropolitan, state, regional, and federal government, academicians, students and business and community leaders.

For more information, contact Deborah Cutchin, Department of Government Service, Rutgers University, New Brunswick, NJ 08903, 201/932-3640.

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
1630 Duke Street
Box 1443
Alexandria, VA 22313
703/683-8123
Contact: Helen Frank Bensimon

ASTD is the world's fifth largest training and development organization representing 50,000 professionals in the field of employer-based training. Its work is primarily in corporations and government or in consulting firms that serve the training needs of corporations.

ASTD has sent a letter to all chapter members about PLUS.

For information about ASTD members in your area, contact the national office.

AMERICAN SOCIETY OF MECHANICAL ENGINEERS
1825 K Street, NW
Suite 216
Washington, DC 20006
202/785-3756
Contact: Mitchell Bradley

AMERICAN VOCATIONAL ASSOCIATION
1410 King Street
Alexandria, VA 22314
703/683-3111
Contact: Roni D. Posner

The AVA membership of 45,000 includes teachers, administrators, industry representatives and policy makers. All are involved in linking learning to working. Their major concerns are teaching basic skills and teaching job skills in order to produce a trained work force.

This association publishes the newspaper "Update" and the "Vocational Education Journal."

Local members can be identified by contacting the national office.

AMERICAN WOMEN'S CLERGY ASSOCIATION - HOUSE OF IMAGENE
214 P Street, NW
Washington, DC 20001
202/797-7460
Contact: Imagene Bigham Stewart

The House of Imagene is a city shelter. The main center is located on Capitol Hill with satellite centers across the country. One of the center's goals is to help homeless persons overcome adult illiteracy.

For more information and location of satellite centers, contact the national headquarters.

APPALACHIAN REGIONAL COMMISSION
1666 Connecticut Avenue, NW
Washington, DC 20235
202/673-7856
Contact: Laura Edson

The Commission provides funding and assistance to Appalachian communities that have expressed a willingness to undertake or enhance volunteer-based literacy programs.

For further information, contact the Commission's office.

ASSAULT ON ILLITERACY PROGRAM
410 Central Park West, PH-C
New York, NY 10025
212/967-4008
Contact: Edna Browne

AOIP is an all-volunteer, "community-building" coalition of nearly 90 Black-led national organizations. It focuses on complementing and supplementing the role of teachers and tutors in overcoming illiteracy.

Contact the national office for information about participating organizations in your area.

ASSOCIATION OF AMERICAN PUBLISHERS
220 E. 23rd Street
New York, NY 10010
212/689-8920

ASSOCIATION OF AMERICAN RAILROADS
50 F Street, NW
Suite 4100
Washington, DC 20001
202/639-2557
Contact: James Kyser

ASSOCIATION FOR CHILDREN AND ADULTS WITH LEARNING DISABILITIES
4156 Library Road
Pittsburgh, PA 15234
412/341-1515
Contact: Jean Peterson

Learning disabilities are sometimes cited as a cause of illiteracy. This association has 800 chapters in the United States and Puerto Rico working directly with learning-disabled children and adults and their families.

Contact the national office for information on the chapter nearest you.

ASSOCIATION FOR COMMUNITY BASED EDUCATION
1806 Vernon Street, NW
Washington, DC 20009
202/462-6333
Contact: Guitele Nuicoleu

ACBE is a national association of independent community-based educational institutions. ACBE seeks to promote alternative adult education programs that advance individual development and which involve a community development process.

Through technical assistance to its members and through its advocacy efforts, ACBE works to strengthen community-owned programs and to increase awareness of community-based education as a vital force in American education. ACBE members offer educational programs in a wide range of areas, including programs in adult literacy.

For information about community-based literacy programs and practices, contact the national office.

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
6928 Little River Turnpike
Suite A
Annadale, VA 22003
703/941-00770
Contact: William Mardy

ASSOCIATION OF JUNIOR LEAGUES
825 Third Avenue
New York, NY 10022
212/355-4380
Contact: Carolyn Levering

There are 258 Junior League chapters located in the United States. Their mission is to promote volunteerism in communities. Several Junior Leagues are involved with literacy programs. They assist with funding, tutoring, and publicity.

Look for a listing in your local telephone directory and ask to speak with the president of the League.

BROADCASTING PRODUCTIVITY COUNCIL
1771 N Street, NW
Washington, DC 20036
202/429-5330
Contact: Don LeBrecht

BUSINESS COUNCIL FOR EFFECTIVE LITERACY
1221 Avenue of the Americas
35th Floor
New York, NY 10020
212/512-2415/2412
Contact: Gail Spangenberg

BCEL is a small, national foundation dedicated to fostering business awareness of, and involvement in, programs to address adult illiteracy. The Council publishes a very comprehensive quarterly newsletter for the business community, and has information available on numerous corporate literacy programs.

BCEL has no state or local operations. For more information, contact the national office.

CAMPUS COMPACT: THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE
Box 1975
Brown University
Providence, RI 02912
401/863-1119
Contact: Susan Schwartz

Campus Compact: The Project for Public and Community Service is a coalition of over 120 college and university presidents that is working with university staff, students, service organizations, community, state, and national leaders to foster public service.

For more information or to identify Campus Compact local members, contact the national office.

CENTER FOR THE BOOK, THE LIBRARY OF CONGRESS
Madison Building
Room 605
Washington, DC 20540
202/287-5221
Contact: John Cole

The Center's goals are to stimulate public interest in books and reading and to encourage the study of books in society through symposia, lectures, projects, exhibitions and publications.

The Center has published a directory of 89 organizations that promote books and reading and administer literacy projects. Single copies of "The Community of the Book: A Directory" are free upon request from the Central Services Division, Library of Congress, Washington, DC 20540.

State and Regional Affiliates:

Florida, Jean Trebbi - 305/357-7404
Illinois, Mary Mills Dunea - 312/917-4635
Upper Midwest, Joseph Kimbrough - 612/372-6611
California, Gary Strong - 916/445-4027 or Morris Polan - 213/224-2204
Oregon, Wesley Doak - 503/378-4367
Oklahoma, Robert Clark - 405/521-2502
Wisconsin, Judith R. Casey - 608/263-2900

CENTER FOR THE STUDY OF READING
51 Gerty Drive
University of Illinois
Champaign, IL 61802
217/333-4685
Contact: Richard C. Anderson

CHAMBER OF COMMERCE OF THE UNITED STATES
1615 H Street, NW
Washington, DC 20062
202/463-5500
Contact: Robert Martin

The U.S. Chamber of Commerce has been involved in the illiteracy problem for some time. Over 500 local chambers of commerce have some sort of ongoing activities, programs, policies, or political agendas. Many are tied to local education institutions.

For more information, contact your local Chamber of Commerce.

CITIES IN SCHOOLS
1023 15th Street, NW
Suite 600
Washington, DC 20005
202/861-0230
Contact: William Milliken

COALITION FOR LITERACY
c/o American Library Association
50 E. Huron Street
Chicago, IL 60611
312/944-6780
Contact: Helen Wright

The Coalition brings together some of the foremost literacy providers, and was the first group to mount a national awareness campaign for adult illiteracy. It maintains the only national hotline for literacy.

For information, call the national toll-free number 1-800/228-8813.

COALITION OF ADULT EDUCATION ORGANIZATIONS
AFL-CIO
Department of Education
815 16th Street, NW
Washington, DC 20006
202/637-5146
Contact: Edgar R. Czarnecki

COMMISSION ON ADULT BASIC EDUCATION
402 Claxton Addition
University of Tennessee
Knoxville, TN 37996-3400
615/974-2574
Contact: Ken McCullough

Organized in the late 1960s the Commission on Adult Basic Education is part of the American Association for Adult and Continuing Education (AAACE). There are now approximately 1,200 members. The Commission produces and distributes an international publication, entitled "Adult Literacy and Basic Education."

To identify local members, write to: Larry Ady, COABE, 2400 West Oak Ridge Road, Orlando, FL 32809-9998.

CONTACT LITERACY CENTER
P.O. Box 81826
Lincoln, NE 68501
800/228-8813
Contact: Rhonda Kadavi

Contact is the information center for the Coalition for Literacy. It operates the current hotline telephone service for literacy nationally. Callers receive a local or state hotline telephone number or alternative information which is supplied by the local PLUS Task Force. The local task force in turn receives a list of all the callers from its area. Each caller is also mailed a PLUS brochure.

CORPORATION FOR PUBLIC BROADCASTING
1111 16th Street, NW
Washington, DC 20036
202/293-6160
Contact: Mary Scieford

CPB is a federally-financed, non-government corporation, created by the Public Broadcasting Act of 1967. Through CPB, public television and radio stations receive operating grants. CPB administers a program fund and also funds training programs. With PBS, it serves as a representative of public broadcasting to the Federal government. CPB is a major funder of PLUS.

CORRECTIONAL EDUCATION ASSOCIATION
4321 Hartwick Road
Suite 116
College Park, MD 20740
301/277-9088
Contact: Steven Steurer

CEA is an association of administrators and teachers providing educational services in correctional institutions.

Call your local jail or state penal institution to contact educators working in those institutions.

DELTA SIGMA THETA, INC.
1707 New Hampshire Avenue, NW
Washington, DC 20009
202/483-5460
Contact: Marcella Peterson

Delta Sigma Theta is a public service organization with 125,000 members in 730 chapters. Its members are college-educated women, and it is the largest predominantly Black women's organization in the country. More than half of the members are employed in the field of education.

Contact the national office to find the chapter nearest you.

EDUCATION COMMISSION OF THE STATES
1860 Lincoln Street
Suite 300
Denver, CO 80295
303/830-3620
Contact: Barbara Holmes

ECS is a 20-year-old compact of 48 states and 4 territories with the purpose of sharing information about educational policies and innovations. Members are governors, state legislators, state school board officials, and others involved in education policy at the state level.

Contact the national office for more information.

EL CONGRESO NACIONAL DE ASUNTOS COLEGIALES
(Binational Center for Education)
2717 Ontario Road, NW
Suite 200
Washington, DC 20009
202/387-3300
Contact: Pepe Barron

FOUNDATION FOR CHILDREN WITH LEARNING DISABILITIES
99 Park Avenue
New York, NY 10016
212/687-7211
Contact: Julie Gilligan

The Foundation is a national organization which promotes awareness of learning disabilities. Two publications on learning disabilities are available to task forces on request.

GENERAL FEDERATION OF WOMEN'S CLUBS
1734 N Street, NW
Washington, DC 20036
202/347-3168
Contact: Phyllis V. Roberts

GFWC chapters are located in all 50 states. The clubs network with literacy organizations, and members are encouraged to volunteer and/or set up programs on the local level.

A list of clubs can be secured from the national headquarters.

GIVE THE GIFT OF LITERACY FOUNDATION
7505 Metro Boulevard
Minneapolis, MN 55435
612/893-7660
Contact: JoAnn Thomas

The "Give the Gift of Literacy" program is a three-year national fundraising and awareness raising project which distributes literacy grants. First-year funds support "Reading is Fundamental" and the national Coalition for Literacy. Recipients for the second- and third-year grants are yet to be determined.

For more information, contact the foundation.

INTERMEDIA/NATIONAL COUNCIL OF CHURCHES OF CHRIST
475 Riverside Drive
Room 670
New York, NY 10115
212/870-2377
Contact: Dorothy Ortner

INTERNATIONAL ASSOCIATION OF PERSONNEL IN EMPLOYMENT SECURITY
1801 Louisville Road
Frankfort, KY 40601
502/223-4459
Contact: Michael Stone

IAPES is a non-profit, educational organization representing the professionals, employed by the government and non-profit employment security programs of Job Services, Unemployment Insurance, and Labor Market Information. Professionals in other branches of the employment and training communities, as well as in personnel offices in private industry, are also members.

Currently, there are 28,000 members in 53 chapters. Local chapters conduct education and information programs. The Association publishes a monthly newspaper and distributes information pamphlets.

Contact the national IAPES office to identify local members.

INTERNATIONAL READING ASSOCIATION
444 North Capitol Street, NW
Suite 321
Washington, DC 20001
202/347-3990
Contact: Richard Long

The Association's goal is the improvement of reading, reading education and literacy. Each year IRA sponsors the U.S. celebration of "International Literacy Day," on September 8. IRA has 1,200 affiliate councils.

For information about your local or state leaders, please call the national office.

KIWANIS INTERNATIONAL
3636 Woodview Trace
Indianapolis, IN 46268
317/875-8755
Contact: David Blackmer

Kiwanis is a worldwide service organization with over 315,000 members in 8,200 clubs operating in 76 nations. Each club is dedicated to assisting in solving local community problems. Clubs nationally have raised more than $54.5 million for community service projects and donated 22 million volunteer hours since the organization was founded.

Contact local Kiwanis Clubs through the Chamber of Commerce.

LAUBACH LITERACY ACTION
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210
315/422-9121
Contact: Peter Waite

Laubach is the nation's largest network of private adult literacy programs providing instruction through trained volunteers. LLA has 600 councils in 45 states. There are 50,000 tutors working with 60,000 new readers.

Call the national office for a council near you or to establish a council in your area.

LITERACY VOLUNTEERS OF AMERICA, INC.
5795 Widewaters Parkway
Syracuse, NY 13214
315/445-8000
Contact: Public Relations Coordinator

There are 233 LVA affilates in 31 states working to train individuals and organizations to tutor adults in basic reading and conversational English.

To contact your local LVA affilate, or to develop an LVA tutorial program, call or write the national office.

LUTHERAN CHURCH WOMEN
2900 Queen Lane
Philadelphia, PA 19129-1091
215/438-2200
Contact: Martha Lane

Lutheran Church Women is an official auxiliary of the Lutheran Church, with 4700 chapters in 50 states. Literacy is a priority with LCW and it is very actively involved with existing literacy efforts and establishing new programs.

To identify your local chapter, contact the national office.

LUTHERAN IMMIGRATION AND REFUGEE SERVICE
360 Park Avenue, South
New York, NY 10010
212/532-6350
Contact: Carol Smalley

The Service provides reception and placement services to refugees approved for resettlement by the United States government. There are 25 regional offices which assist sponsors of refugees, as well as service providers, in teaching English.

For information about regional offices, contact Ms. Smalley.

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION
2000 L Street, NW
Suite 570
Washington, DC 20036
202/634-6300
Contact: Lynn Ross Wood

NACAE was established in 1970 by Congress. The Council advises the President, Congress and the Secretary of Education in the preparation of general regulations and with respect to policy matters arising in the administration of the Adult Education Act. The Council's 15 members are appointed by the President and serve three-year staggered terms. Several Council members are involved with their local PLUS Task Force.

Call the national office for the Council member nearest you.

NATIONAL ALLIANCE OF BUSINESS
1015 15th Street, NW
Suite 500
Washington, DC 20005
202/457-0040
Contact: Beth Colton

NAB is involved in linking the business community with the public sector to increase employment opportunities for the economically disadvantaged.

For information about NAB members in your area, contact the national office.

NATIONAL ASSOCIATION OF COMMUNITY ACTION AGENCIES
1411 K Street, NW
Suite 1010
Washington, DC 20005
202/737-9895
Contact: Edward L. Block

NACAA is an organization of 250 local anti-poverty agencies, nationwide. These agencies offer a range of programs promoting "self sufficiency" to low-income individuals and families. These include literacy, adult education, and Head Start.

To contact your local agency, check your telephone directory under "Community Action Programs" or "Community Services."

NATIONAL ASSOCIATION OF COUNTIES
440 First Street, NW
Washington, DC 20001
202/393-6226
Contact: James T. Havel

The Association provides technical assistance, research, and information seminars to 2,000 of America's 3,000 counties. Some affiliate counties operate literacy programs.

Contact your local Board of County Commissioners.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1615 Duke Street
Alexandria, VA 22314-3483
703/684-3345
Contact: Samuel G. Sava

NAESP is a professional organization serving more than 23,000 elementary and middle school principals and other educators throughout the United States and overseas.

NAESP's services include: Principal, an award-winning magazine; "Communicator," a newsletter; professional development publications; an annual national convention; and state leaders' conferences.

NAESP operates through a network of affiliated associations in every state and the District of Columbia. For information about your local affiliate association, contact the national office.

NATIONAL ASSOCIATION OF LIFE UNDERWRITERS
1922 F Street, NW
Washington, DC 20006
202/331-6042
Contact: Calvin Troup

NATIONAL ASSOCIATION OF PRIVATE INDUSTRY COUNCILS
1015 15th Street, NW
Suite 600
Washington, DC 20005
202/289-2950
Contact: Robert Knight

NAPIC is a membership organization providing information and technical assistance to Private Industry Council members and staff.

To identify your local Private Industry Council, contact the national office.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1904 Association Drive
Reston, VA 22091
703/860-0200
Contact: Scott Thompson

The National Association of Secondary School Principals has a membership of 37,000 high school and middle school principals.

To identify local members, contact the principals of your local secondary schools.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND
LAND GRANT COLLEGES
One Dupont Circle
Suite 710
Washington, DC 20036
202/778-0818
Contact: Nevin Brown

The Association represents 149 state research and land grant universitites and colleges. It advocates policies which support member institutions' teaching, research and service responsibilities.

Contact the national office for names of member institutions.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION
1077 30th Street, NW
Washington, DC 20007
202/337-6232
Contact: Catherine McNamaree

The NCEA provides leadership and service to Catholic educators. This voluntary membership organization serves the professional needs of its members, both in school and out, through its many departments and service bureaus.

Contact the national office for more information.

NATIONAL COMMISSION FOR EMPLOYMENT POLICY
1522 K Street, NW
Suite 300
Washington, DC 20005
202/724-1545
Contact: Robert V. Mahaffey

NCEP provides an essential information and research service, particularly to those who are assisting that segment of the labor force burdened with unemployment hardships. As an independent federal agency, NCEP is mandated to examine issues of development, coordination, and administration of training and employment programs.

Identifying the country's employment goals and needs, including the effects of tax policies and workplace developments on jobs and job opportunities, are also major responsibilities. In this role, NCEP makes recommendations to the President and the Congress on a wide range of topics.

This publication was made possible with funding from the National Commission for Employment Policy.

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
GSA Building, Suite 3122
7th and D Streets, SW
Washington, DC 20024
202/382-0846
Contact: Sarah Bishop

This Commission advises the President and Congress on policies and plans regarding the nation's libraries and information needs.

Contact the Commission through your local public library, or school, college or university library.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION
410 Wilde Lake Village Green
Columbia, MD 21044
301/997-9300
Contact: Jay William Riouz

NATIONAL COMMUNITY EDUCATION ASSOCIATION
119 N. Poyne Street
Alexandria, VA 22314
703/683-6232
Contact: William DeJong

NATIONAL COMPUTER GRAPHICS ASSOCIATION
2722 Merrilee Drive, Suite 200
Fairfax, VA 22031
703/698-9600
Contact: Holly Siprelle

NCGA currently has 48 chapters, with 94 corporate members and 7,703 individual members.

The NCGA membership list is available through Media Horizons, 212/645-1000.

NATIONAL CONFERENCE OF STATE LEGISLATURES
444 North Capitol Street, NW
Suite 203
Washington, DC 20001
202/624-5400
Contact: Ron Field

NATIONAL COUNCIL OF STATE DIRECTORS OF ADULT EDUCATION
Division of Adult Education/New York State Department of Education
Washington Avenue
Albany, NY 12234
518/474-5808
Contact: Garrett Murphy

The National Council of State Directors of Adult Education is a unit of the American Association for Adult and Continuing Education (AAACE). The purpose of the Council is to attend to legislative needs and concerns; promote adult education; develop common national goals; work with other adult education organizations; exchange ideas and solve common problems; and establish and maintain a nationwide communication network.

For more information, contact the national association.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road
Urbana, IL 61801
217/328-3870
Contact: Lori Alfe

NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION
Dundalk Community College
7200 Sollers Point Road
Dundalk, MD 21222-4692
301/522-5865
Contact: Norma S. Tucker

The Council, with 10 regional offices in the United States and Canada, encourages growth of community services and continuing education. The Council provides a unified voice through which community college administrators can speak to federal and state officials.

To identify your regional contact person, call the national office.

NATIONAL COUNCIL ON THE AGING, INC.
600 Maryland Avenue, SW
West Wing 100
Washington, DC 20024
202/479-1200
Contact: Bella Jacobs

The National Council has developed a "Literacy Demonstration Project" targeted for older adults.

For information about your local area, contact the national office.

NATIONAL EMPLOYEE SERVICES AND RECREATION ASSOCIATION
2400 South Downing Avenue
West Chester, IL 60153
312/562-8130
Contact: Patrick Stinson/Pamela Tober

NESRA has 37 chapters. The Association's purpose is to promote employee services and recreational programs in business. Its services include adult literacy.

For the chapter nearest you, contact the national office.

NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION
NATIONAL EDUCATION ASSOCIATION
1201 16th Street, NW
Washington, DC 20036
202/822-7837
Contact: Carol Bialek

NFIE develops strategies that address the most challenging problems confronting American education. Its programs reflect a commitment to enable teachers to take dynamic leadership roles in developing solutions and professional approaches to educational problems. NFIE encourages teachers to be involved in educational decision-making at the school and school district level.

For more information, contact the national office.

NATIONAL FRIENDS OF PUBLIC BROADCASTING
c/o WMVS/WMVT
1015 N. 6th Street
Milwaukee, WI 53202
414/271-1036
Contact: Donna Kassens

This organization promotes and supports volunteerism in public broadcasting.

Contact the national office for more information.

NATIONAL GOVERNORS ASSOCIATION
444 N. Capitol Street
Suite 250
Washington, DC 20001
202/624-7787
Contact: Emily Yaung

NATIONAL MACHINE TOOL BUILDERS ASSOCIATION
7901 Westpark Drive
McLean, VA 22102
703/893-2900

NATIONAL NEWSPAPER ASSOCIATION
1627 K Street, NW
Suite 400
Washington, DC 20006
202/466-7200
Contact: JoAnn H. Buckley

The National Newspaper Association is an organization of more than 5,000 weekly and smaller city daily newspapers in the United States. The organization has developed materials to get weekly newspapers involved in "Newspapers in Education" programs.

To identify local members, contact your local newspaper or your local school board.

NATIONAL PTA
700 N. Rush Street
Chicago, IL 60611-2571
312/787-0977
Contact: Vicky Andrews

There are 25,000 PTA chapters, with 5.8 million members, across the United States. The PTA promotes and supports PLUS in a number of ways.

For more information and to identify local members, contact your local, state or national PTA office.

NATIONAL SCHOOL BOARDS ASSOCIATION
1680 Duke Street
Alexandria, VA 22314
703/838-6722
Contact: Jeremiah Floyd

NSBA is a federation of the 49 state school boards associations, the state board of Hawaii, and the boards of the District of Columbia and the Virgin Islands. The not-for-profit organization represents 15,350 local boards of education and 95,000 local board members in the U.S. Constituent groups include, the Council of Urban Boards, the Large District Forum, the Rural District Forum, the Caucus of Black School Board Members, and the Caucus of Hispanic School Board Members.

For more information on NSBA, contact the national office.

NATIONAL UNIVERSITY CONTINUING EDUCATION ASSOCIATION
One Dupont Circle, NW
Suite 420
Washington, DC 20036
202/659-3130
Contact: J. Noah Brown

NUCEA represents accredited, degree-granting higher education institutions and related organizations. Its mission is to promote continuing higher education.

For your local contact person, write or call the national office.

NATIONAL URBAN LEAGUE
500 E. 62nd Street
New York, NY 10021
212/310-9024
Contact: Stephanie Robinson

THE ORTON DYSLEXIA SOCIETY
724 York Road
Baltimore, MD 21204
301/296-0232
Contact: Anne O'Flanagan

The Society is a non-profit organization dedicated to the study and treatment of dyslexia. There are are 30 branches, many with adult support groups.

Inquiries about branch offices should be made to: Mrs. Joan McNichols, P.O. Box 4263, Irvine, CA 92716.

PRINTING INDUSTRIES OF AMERICA
1730 N. Lynn Street
Arlington, VA 22209
703/841-8155
Contact: Marcia Horn

Printing Industries of America is the world's largest trade association, representing printers and allied graphic artists groups. There are more than 12,000 members throughout North America.

To contact one of the many local affiliates, check your local phone directory under local printing organizations.

PUSH LITERACY ACTION NOW (PLAN) INC.
1332 G Street, SE
Washington, DC 20003
202/547-8903
Contact: Mike Fox

Push Literacy Action Now (PLAN) is a private, non-profit, voluntary adult literacy program in the District of Columbia which provides literacy training and also advocates social change to eradicate conditions that cause and perpetuate illiteracy. PLAN offers literacy "helping" services, job-site literacy training, and special literacy training for parents. The organization is a strong advocate of the use of "plain English."

Requests for the national literacy newsletter, "The Ladder," other materials or information should be made to the national office.

For more information on PLAN, see chapters 3 and 6.

READING IS FUNDAMENTAL, INC.
600 Maryland Avenue, SW
Room 500
Washington, DC 20024
202/287-3530
Contact: James Wendorf

There are 3,161 local RIF projects throughout the United States. RIF works to provide books and reading services to children.

To locate a RIF project near you, contact the national headquarters.

SER-JOBS FOR PROGRESS, INC.
1355 River Bend Drive
Suite 350
Dallas, TX 75247
214/631-3999
Contact: Joel Freeman

SIGMA GAMMA RHO
3013 Nash Place, SE
Washington, DC 20020
202/584-5050
Contact: Edna Brown

UNITED STATES CONFERENCE OF MAYORS
1620 Eye Street, NW
Washington, DC 20006
202/293-7330
Contact: Carol Becker

The Conference represents all mayors from cities having populations of 30,000 people or more. The Conference has distributed PLUS information to all of its members through its literacy task force.

Contact your mayor's office.

UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education
400 Maryland Avenue, SW
Reporters Building, Room 522
Washington, DC 20202-5515
202/732-2270
Contact: Karl O. Haigler

Adult education programs out of these offices seek to expand educational opportunities for all individuals age 16 and over or who are beyond the age of compulsory school attendance under state law, and lack sufficient educational skills to function effectively in society. Emphasis is placed on individuals acquiring basic and life skills, continuing their education through high school level, and gaining literacy levels needed to secure employment and occupational training. Programs are located throughout the country and in U.S. territories.

For more information, contact the national office.

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
200 Independence Avenue, SW
Washington, DC 20201
202/245-2874
Contact: Lucy Biggs

The Department's "Parent Enrichment Program," which has been launched in communities in 20 states, provides support and help to low-income parents in assuming a major role in their children's social and educational growth. Adult continuing education, including literacy development, is part of each program.

Contact the Office of Human Development Services to determine if your community is one of the PEP grantees.

UNITED STATES DEPARTMENT OF LABOR
200 Consitution Avenue, NW
Washington, DC 20210
202/523-8271
Contact: Glenn Mahone Rob Pflieger

All organizations which receive a grant from the Job Training Partnership Act (JTPA), administered through the Department of Labor, are encouraged to develop literacy-based programs. JTPA looks favorably upon those applications that have some type of literacy component.

For more information, contact the national office.

UNITED WAY OF AMERICA
701 North Fairfax Street
Alexandria, VA 22314
703/836-7100
Contact: Catherine Jenkins

Local United Way chapters serve as catalysts to help communities provide critical health and human care needs by funding a network of local charitable groups.

Programs available vary by community. Often identified only with funding, United Way also assesses problems and helps shape community programs to address them.

Your local United Way is listed in the telephone directory.

VOLUNTEERS OF AMERICA
3813 N. Causeway Blvd.
Metairie, LA 70002
504/837-2652
Contact: O.P. Hoffman, Jr.

The organization comprises eight different programs including: maternity services, programs for the elderly, juvenile services, alcoholic rehabilitation, correctional rehabilitation, independent living, community living services, and nursery services.

To locate these programs in your community, contact the national office.

WORLD EDUCATION, INC.
210 Lincoln Street
Boston, MA 02111
617/482-9485
Contact: David Eddy

WEI is a private, voluntary oganization founded in 1951. The organization provides training and technical assistance in non-formal education for adults with special emphasis on literacy, income generation, community development, small enterprise development, food production, and family life education.

WEI's magazine, "Reports," has addressed the issue of literacy and their newsletter, "Focus on Basics," is about innovative teaching practices for adult educators in the U.S.

For more information about the organization, contact the national office.

WOMEN IN COMMUNICATIONS, INC.
3724 Executive Center Drive #165
Austin, TX 78731
512/346-9875
Contact: B. Valerie Thurman

WOMEN'S AMERICAN ORT
315 Park Avenue, South
New York, NY 10010
212/505-7700
Contact: Adge Solomon

ORT is an activist grassroots organization supporting vocational, technical, and scientific education programs through units around the county.

For more information, please contact the national office.

ZETA PHI BETA SORORITY, INC.
Division of Vocational Education
Southern University
P.O. Box 9772
Baton Rouge, LA 70813
504/771-2240
Contact: Barbara W. Carpenter

ZONTA INTERNATIONAL
35 East Wacker Drive
Chicago, IL 60601
312/346-1445
Contact: Valerie Levitan

APPENDIX B

RESOURCES

RESOURCES

There are many sources of information about adult illiteracy. This chapter lists some recent reports which offer extensive background information on illiteracy and literacy programs, and some prominent newsletters which track on-going concerns in adult education and adult illiteracy. Two new television series are profiled at the end of the chapter.

The AAACE Newsletter

Monthly national newsletter of the American Association for Adult and Continuing Education. Features: legislation and public policy; reviews of new print and audio/visual resources; research; reports; statistics; conferences; adult educator profiles; general trends; and innovative adult education programs.

Non-member subscriptions are available at $20/year. Contact: AAACE, 1201 16th Street, NW, #230, Washington, DC 20036, 202/822-7866.

ALI Update

Published quarterly by the Adult Literacy Initiative of the U.S. Department of Education. Features: Department of Education programs; major federally funded adult literacy research programs and projects; other national literacy news.

Free subscriptions available. Contact: The Adult Literacy Initiative, U.S. Department of Education, 400 Maryland Avenue, SW, Rm. 4145, Washington, DC 20202, 202/732-2959.

Becoming a Nation of Readers: The Report of the Commission on Reading

This report presents reading as "the cornerstone for success throughout life." Authors recommend effective methods for teaching reading and stress the importance of reading at home.

"Becoming a Nation of Readers" was produced under the auspices of the National Academy of Education's Commission on Education and Public Policy with the sponsorship of the National Institute of Education. Copies of the 147-page book are available by sending a check or money order for $4.50 to P.O. Box 2774, Station A, Champaign, IL 61820-8774.

The CBE Report

Bi-weekly newsletter of the Association for Community Based Education. Features: overview of nationwide news; announcements of fundraising sources; membership activities, conferences, and workshops; book reviews; resources and computer systems; bulletin board of grant eligibility and application deadlines.

Non-member subscriptions $30/year. Contact: The Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009, 202/462-6333.

The Community of the Book: A Directory

The Center for the Book, Library of Congress, has published a directory of 89 organizations that promote books and reading and administer literacy projects.

Single copies are free on request to the Central Services Division, Library of Congress, Washington, DC 20540.

Functional Literacy and the Workplace

Proceedings of a national conference which examined the nation's basic literacy problems in relation to the worksite and explored different aspects of the literacy problem confronting workers, employers, and educators. Topics include the societal costs of illiteracy, workplace expectations, a definition of adult functional literacy, responses to the problem and future directions for literacy efforts. The need for cooperation among business, education, and government is underscored.

Copies available for $2. Contact: Order Fulfillment, American Council of Life Insurance, 1850 K Street, NW, Washington, DC 20006-2284. Order number 125. Please make check payable to the American Council of Life Insurance.

Guidelines for Effective Adult Literacy Programs

Fifty-page handbook commissioned by B. Dalton Bookseller. Features: program ideas and models; information about resources; program management and evaluation; instructional techniques; and staffing and support useful for establishing and/or enhancing literary services at the community level.

Free in limited quantities from four sites:

Laubach Literacy Action
P.O. Box 131
Syracuse, NY 13210
315/422-9121

Association for Community-Based Education
1806 Vernon Street, NW
Washington, DC 20009
202/462-6333

Council of State Adult Education Directors
Rm. 229, Statehouse
Indianapolis, IN 46204
317/927-0344

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
315/445-8000

How to Set Up a Neighborhood Reading Center

Fifty-page how-to guide published by Lutheran Church Women as an introduction to organizing and maintaining neighborhood reading centers. It is intended as an aid to individuals, groups, agencies, and organizations who want to provide a neighborhood site for tutoring and/or small group literacy and language classes. The guide is geared for non-readers; however, it is not appropriate for foreign language speakers.

Copies are available for $2. Contact: Martha Lane, Lutheran Church Women, 2900 Queen Lane, Philadelphia, PA 19129-1091.

Illiteracy in America: Extent, Causes, and Suggested Solutions

This report prepared by the National Advisory Council on Adult Education (NACAE) explains why there is confusion about the extent of adult illiteracy in this country. It attempts to clarify problems that exist within the education process; establish a definite casual relationship between the problems outlined and adult illiteracy; complement and reinforce many of the recommendations made in previously published reports; and focus the current efforts more clearly on the acquisition of literacy.

For a copy of this report send a check or money order for $4.75 to: Superintendent of Documents, Department 36-UH, U.S. Government Printing Office Washington, DC 20402-9325. Include on your check Stock #065-000-00253-1. To order with Visa, MasterCard or Choice call 202/783-3238.

The Ladder

Bi-monthly newsletter published by Push Literacy Action Now (PLAN, Inc.). Features: Literacy activities around Washington, DC, and nationwide; commentary by teachers, tutors, students, and volunteers from PLAN and other community-based organizations; teaching techniques; technology; recent legislation.

Subscriptions $10/year. Contact: PLAN, Inc. 1332 G Street, SE, Washington, DC 20003, 202/547-8903.

The Learning Enterprise: Adult Learning, Human Capital, and Economic Development by Lewis J. Perelman, Council of State Planning Agencies (1984).

This 63-page booklet challenges conventional approaches to adult learning and calls for cooperative action by business, government, labor and employee organizations, and others, to build a "learning enterprise."

For copies send a check or money order for $10.50 (includes shipping and handling charges) to: The Council of State Planning Agencies, 444 N. Capitol Street, NW Suite 250, Washington, DC 20001.

Literacy Advance

Monthly newsletter produced by Laubach Literacy Action.

Features: Laubach activities; national literacy activities; tutor and volunteer profiles; book reviews; publication critiques; editorial comments.

Subscriptions available. Contact: Laubach Literacy Action, P.O. Box 131, Syracuse, NY 13210, 315/422-9121.

Literacy Video Resource Guide

Guide developed by WQED/Pittsburgh to be used as an information tool by public television stations and adult basic skills providers. It is intended to give an overview of the major video materials available on adult basic skills education and General Educational Development (GED) courses.

The guide includes information on over 180 adult basic skills videotapes. To receive a copy, send a check for $5.75 to PLUS National Outreach, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

LITLINE

Computer network developed and managed by the Adult Literacy Initiative, U.S. Department of Education and the Philadelphia Mayor's Commission on Literacy, lists current data about literacy programs and practices; funding sources; legislative developments; federal activities; business and industry efforts; technological innovations; research and development; literacy services for special populations; and media literacy projects. LITLINE provides a 24-hour electronic mail service and bulletin board, and has the capacity for computer conferencing.

One-time set-up fee $25. Monthly minimum time charge $15. An asynchronous 300 or 1200 baud telephone modem required. For information and a brochure contact:

The Adult Literacy Initiative, U.S. Department of Education, 400 Maryland Avenue, Rm. 4145, Washington, DC 20202, 202/732-2959.

A **Nation at Risk: The Imperative for Educational Reform:** A Report to the Nation and the Secretary of Education, U.S. Department of Education, by the National Commission on Excellence in Education (April, 1983).

"A Nation at Risk" responds to a call by the U.S. Secretary of Education for a report on the state of education in America today. The Commission on Excellence in Education supervised the production of the report.

This 63-page booklet issued a forceful challenge to both public and private sectors for sweeping reforms in education institutions: "America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer." "A Nation at Risk" is available for $4.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

A **Newsletter for the Business Community**

Published quarterly by the Business Council for Effective Literacy (BCEL). Covers adult literacy activities nationwide, particularly as they involve the business sector. Features articles about successful literacy programs; community-based organizations and other literacy providers; the role of computers and libraries in literacy resources; and gives notices about particular business involvement and funding.

Free subscription. Contact: BCEL Newsletter, 1221 Avenue of the Americas, New York, NY 10020, 212/512-2415. (Back issues also free of charge for up to 24 copies.)

NUCEA News

NUCEA News is the monthly national newsletter of the National University Continuing Education Association. Features: pertinent continuing higher education issues; legislative backgrounders and updates; statistical trend analysis; innovative continuing higher education programs; and Association and continuing higher education coming events.

Subscriptions available to those ineligible for NUCEA membership at $25 per year. Contact: NUCEA, One Dupont Circle, Suite 420, Washington, DC 20036, 202/659-3130.

The Reader

Quarterly national newsletter from Literacy Volunteers of America. Features: LVA activities; literacy legislation; tutor and student reports and advice; national literacy news.

Contact: Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214, 315/445-8000. Donations accepted.

Time to Read

Time to Read is a Time, Inc. newsletter publication. Features: literacy news, site updates, and tutor profiles.

The newsletter is free of charge. Contact: Time Inc., Community Relations Department, 1271 Avenue of the Americas, New York, NY 10020, 212/484-1485.

Workplace Literacy

This 74-page publication from the American Management Association includes sections on defining illiteracy; linking basic, on-the-job skill requirements to educational programs; becoming business catalysts for education; and identifying major committees, coalitions, and not-for-profit agencies involved in literacy efforts.

Copies are available: AMA members, $7.50; non-members, $10.00; college/university students, $3.75 from AMA, 135 West 50th Street, New York, NY 10020.

TV SERIES AVAILABLE

Since the **Literacy Video Resource Guide** was printed in 1986 two new video series have been produced.

Learn to Read

WXYZ-TV, the ABC affiliate in Detroit, has produced a 30-program series designed to teach functionally illiterate adults to read. The half-hour broadcasts titled, "Learn to Read," have been packaged with a documentary on the adult illiteracy problem, and are available for broadcast.

Each "Learn to Read" segment includes the introduction and practice of new reading material, separated by one-minute capsules of fast-paced information. A daily feature, "Getting Along," teaches viewers practical reading skills such as how to recognize important signs, read food and product labels, and use a telephone book. Some programs also feature celebrities offering messages of encouragement and support to students.

When it aired locally "Learn to Read" was co-sponsored by the PBS affiliate WTVS and supported by Chrysler Motors, K mart Corporation, Kroger Company, and McDonald's owner-operators of southeast Michigan. Extensive promotion and outreach efforts included store promotions, employee involvement and newspaper and radio advertising.

For more information on the series, and a preview, contact: Larry Alt, WXYZ, P.O. Box 789, Southfield, MI 48037, 313/827-9306.

Teach an Adult to Read

Kentucky Educational Television and the Kentucky Department of Education (Division of Adult and Community Education) have joined forces to make available a 5-part videotape series to help train volunteer tutors. The series of half-hour programs, "Teach an Adult to Read," is now available for broadcast.

Coordinators of literacy programs will find the series particularly helpful as a part of their tutor training efforts. The programs include discussion of the following subjects: the psychology of the undereducated adult, an overview of suggested basal reading texts, basic techniques for teaching reading and suggestions for working with daily-life reading materials. A manual has been developed to accompany the series. Susan Paull, host of the series, has served as a trainer for the nationally acclaimed Jefferson County Adult Reading Program (JCARP). A former volunteer tutor, Paull has trained more than 400 ABE teachers and literacy practitioners in 16 states.

For more information, contact: Angie Krusenklaus, KET, 600 Cooper Drive, Lexington, KY 40502, 606/233-3000 or 1-800/432-0951.

For a description of JCARP, see chapter 3.

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